



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Agenda

Board of Trustees Meeting
December 13, 2019, 10:30 a.m.
Moore Hall, CLD

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I. <u>Call to Order</u>	
II. <u>Pledge of Allegiance</u>	
III. <u>Roll Call</u>	
IV. <u>Executive Session</u> FSDB EA	
V. <u>Approval of Meeting Minutes</u> Minutes - Workshop, August 23, 2019 Minutes - Meeting, September 27, 2019	1-12 13-18
VI. <u>President's Report</u> President's Board Report - Jeanne G. Prickett, EdD Human Resources - Carrie Arnold Communications and Public Relations - Nancy Bloch Legislative Update - Patsy Eccles	19-22 23 24-26 27
VII. <u>Public Comments</u> Limited to three (3) minutes per person	
VIII. <u>Action Items</u> 1. Surplus Property 2. Attorney Contract Amendment 3. FSDB Threat Assessment Policy (Operational Policy and Procedure 10.48) 4. Bulkhead Project 5. Medical Marijuana Policy (Operational Policy and Procedure 10.47)	28-30 31 32-41 42 43-51
IX. <u>Unfinished Business</u> FSDB Campus Police Department Directive Manual	52-60
X. <u>New Business</u> Enrollment/Outreach Committee Report and Action Items if needed Endowment Investment Committee Report and Action Items if needed President's Performance Evaluation (Information and forms will be sent electronically)	61-65
XI. <u>Department Updates</u> Allied Health Services - Stan Gustetic Boarding Program - Kathleen Grunder Business Services - Julia Mintzer Blind Department - Carol Bogue Deaf Department - Angela Saunders Instructional Services - Tracie Snow Outreach and Technology Services - Shelley Ardis	66-68 69-86 87-111 112-119 120-126 127-142 143-153
XII. <u>Board Comments</u>	
XIII. <u>Adjournment</u>	



Florida School for the Deaf & the Blind

Board of Trustees Workshop
Moore Hall – Center for Learning and Development
August 23, 2019, 9:00 a.m.

Attendance

Present: Mrs. Christine Chapman, Mr. Terry Hadley, Mr. Owen McCaul, Dr. Thomas Zavelson.
Newly Appointed Trustees: Mrs. Pam Siguler, Mr. Matthew Kramer.

Call to Order

Mr. Owen McCaul, Vice-Chair, convened the workshop of the Board of Trustees of the Florida School for the Deaf and the Blind at 9:00 a.m. in the Moore Hall Center for Learning and Development.

Pledge of Allegiance

Blind Middle School student Josh O'Connor and Deaf Middle School student Myianeeii Murray led the Board and the audience in the Pledge of Allegiance

New Board Members Introductions

Mr. McCaul asked the trustees to introduce themselves and to give a little of their background to the new trustees, after which Mr. Kramer and Mrs. Siguler each did the same. Mr. McCaul welcomed the new members to FSDB's Board of Trustees.

Florida Government in the Sunshine, the Board of Trustees' Role

Mr. Damon Kitchen, Board Counsel, reviewed his presentation and answered questions as they were asked.

The Board of Trustees have broad powers These powers are enumerated in Section 1002.36 Florida Statutes.

Collectively, the Board has the power to:

1. Appoint and remove FSDB's President, faculty and employees;
2. Procure professional services;
3. Determine eligibility of students and procedures for admission;
4. Provide bedding, clothing, food, and other things for the health and comfort of students;
5. Provide the proper keeping of accounts and records and budgeting of funds;
6. Enter into contracts;
7. Sue and be sued;
8. Secure public liability insurance; and
9. Do and perform every other matter or thing necessary to the proper management, maintenance, support and control of the School at the highest efficiency economically possible.

What does the Sunshine Law Require?

1. That meetings of public boards or commissions be open to the public;
2. That reasonable notice of such meeting must be given;
3. That minutes of such meetings must be taken.

How Broad is the Sunshine Law's Coverage?

"Any board or commission of any agency or authority of any county, municipal corporation, or political subdivision."

- Florida's Sunshine Law is equally applicable to elected and appointed boards and commissions.
- FSDB is undoubtedly a State Agency and therefore is subject to Florida's Government in the Sunshine Act.

Are Committees established by FSDB's Board of Trustees Subject to the Sunshine Law?

- The determinative factor is whether the Committee has decision-making authority concerning matters that will foreseeably come before FSDB's Board of Trustees. If so, the Committee is subject to the Sunshine Law.
 - This is the case even if the Committee's Authority is limited to making only recommendations to provide advice or assistance in taking Board action.
 - However, Committees established to strictly perform fact-finding activities (i.e., gathering information and reporting thereon, without making decisions or giving advice) are not subject to the Sunshine Law.
- Also, the Sunshine Law typically does not apply to staff committees that make decisions on matters that will not foreseeably come before the Board of Trustees.

However, there are exceptions to this general rule, when:

1. Staff have been delegated decision-making functions outside of their normal job duties.
2. Staff are acting as liaisons between two or more Board of Trustees Members.
3. Staff are acting as alter egos (i.e., in place of Board of Trustees Members).

What is a "Meeting" Subject to the Sunshine Law?

- The law is applicable to any gathering, whether formal or casual, where two or more board members discuss matters upon which foreseeable board action may be taken.
- Any communication between two or more board members about any matter that may come before FSDB's Board of Trustees constitutes a "Meeting" for purposes of the Sunshine Law, regardless of whether this communication is:
 - face-to-face;
 - telephonic;
 - via email, text message, or social media post;
 - "carrier pigeon or smoke signal."

What about Communications Between a Board Member and a Non-Board Member?

Typically, it is permissible for a Board Member to communicate with Non-Board Members concerning foreseeable Board business, so long as:

1. The Non-Board Member has not been delegated authority to act in the Board's decision-making process; and
2. The Non-Board Member is not acting as a liaison or alter-ego for other Board Members.

Unilateral Communications by Board Members

- We caution you against making unilateral communications with other Board Members, regardless of the method or mode used.

What Types of Meetings Must Be Conducted in the Sunshine?

1. Formal Board Meetings and Workshops;
2. Informal Discussions;
3. Meetings to Consider Confidential Material.
Two narrow exceptions:
 - A. Executive Sessions to discuss settlement negotiations or strategies related to litigation expenditures.
 - B. Executive Sessions to discuss collective bargaining strategy.
4. Collective Bargaining Negotiations;
5. Complaint Review Board hearings, grievance hearings, and disciplinary hearings, if conducted by the Board;
6. Performance evaluations, if conducted by the Board;
7. Candidate interviews for individuals or entities hired by the Board.

Who Does the Sunshine Law Apply to?

- Board Members and Commissioners
- Board Members-Elect and Commissioners-Elect
- Ex-Officio and/or non-voting Board Members and Commissioners
- Employees and Staff who are assigned policymaking and/or decision-making duties in furtherance of Board purposes

But the Sunshine Law Does Not apply to:

- Candidates running for office, unless the candidate is the incumbent. (This is true even if the candidate is running unopposed.)
- Individuals who are members of different boards and who are meeting together, unless one member has been delegated the authority to act on behalf of his or her Board.

What Notice Requirements Must Be Met?

- The Sunshine Law says “Reasonable Notice” must be provided for all public meetings. But what is reasonable?
 - No bright line test exists, but the notice must be sufficient to appease the general public of matters that may affect their rights and afford them an opportunity to attend.
- Exception – Emergency Hearings must be publicly noticed at least 24 hours in advance.

What Should the Notice Contain?

- Time, place and location of the meeting.
- An agenda of the matters to be discussed.

Where Should Meetings Be Held?

- The location must be sufficient to allow public access. Facilities that are too small can result in violations of the Sunshine Law.
- Out-of-Town meetings are allowed, assuming good reasons exist for doing so and public notice is given. However, the practice is subject to scrutiny because the more distant the location, the more likely it is that public access will be inhibited.

Voting in Public Meetings

- Secret ballot voting is not allowed. Boards can vote via ballots, but the ballots become public records (so no real point)
- Abstaining from voting is not allowed, absent a clear conflict of interest.

Penalties for Violating the Sunshine Law

1. Criminal Penalties – Any Board Member who knowingly violates the Sunshine Law commits a 2nd degree misdemeanor.
2. Civil Penalties – of up to \$500 per violation can be assessed against a Board Member who violates the Sunshine Law.
3. Removal from office.
4. Injunctive Relief.
5. Attorney's fees.

You do not want to be found in violation of the Sunshine Law!

Safe Schools Update and Alert Training

Mrs. Tracy Sampson, School Safety Specialist, explained each slide on the PowerPoint presentation of the **Safe Schools Update** and answered questions from the Board.

2018-2019 Safety Assessments & Partnerships

- Florida Safe Schools Assessment Tool
- Safety & Security Assessment
- TSA Baseline Assessment for Security Enhancements
- Information Technology Risk Assessment
- Emergency Operations Center (EOC) Hurricane Exercise
- Emergency Operations Center (EOC) Reunification Tabletop
- Partnerships with First Responders

2019-2020 Safety Initiatives

- Designated points of entry
- Key access
- Positive attendance
- Alert active assailant training & situational awareness discussions
- Reunification
- Emergency preparedness drills
 - Fire
 - Tornado
 - Shelter-in-Place
 - Evacuation
 - Lockdown/Mass Notification System
- Communications

Campus Access

- Single point of entry for campus
- Designated points of entry for buildings

- Increased card readers
- Key access

Positive Attendance

- Pass+ devices
- Attendance around the clock Sunday 3:30 pm–Friday 11:59 pm.
- Classrooms - traditional attendance.
- Positive Attendance used anytime students are not in a scheduled class.
 - Pull-outs
 - Appointments
 - Special seminars or events out of the classroom

Benefits

- Look up where a student currently is or where they were last.
- Get a report of students who have not checked in.
- See transition time from checking out in one place and checking in when they arrive at a new location.
- See who has supervision, based on where students check in.
- Track student participation in activities, pull-outs, etc.
- Attendance shows up along with traditional attendance.

Emergency Preparedness Response and Drills

- Fire
- Tornado
- Shelter-in-place
- Evacuation
- Lockdown/mass notification system

Fire

- Indoor white strobes with voice
- Message board alert – text
- Evacuate 300 feet from the building
- Take purple folders with class rosters and flags (teachers)

Tornado

- Outdoor white strobes—increased in number
- Message board alert – text and voice
- Exterior “giant voice” messaging
- Go to shelter area in building
- Second message indicating tornado warning has expired

Shelter-in-Place

- Reminder to lock exterior doors
- Business may take place as usual inside buildings
- Maintain an increased awareness of surroundings
- Messaging will be customized based on nature of the event

Evacuation

- Evacuation could be from one area of campus to another area of campus
- Evacuation also may include an off-site location
- Messaging will be customized based on nature of the event
- Currently working on reunification plan with county partners

Lockdown

- Lockdown buttons
- Message alert – text and voice
- Indoor and outdoor blue strobes
- Giant voice

Lockdown Buttons

- ANYONE can press a lockdown button if they feel imminent danger
- If a lockdown button is pushed, the ENTIRE campus will lockdown
- Located at every exit

Lockdown Strobes

- Indoor blue strobes with voice
- Outdoor blue strobes

Giant Voice

- Exterior speakers located on McLane, Settles & Gibbs
- Designed to reach all people who are outside
- Same messaging as indoors
- Used mainly for tornado & lockdown alerts

Communications Process

- Manages the strategy, timeline, key messages & channels to convey accurate, relevant information
- Applies to both non-emergency & emergency situations

Centralized Communication Operations

- Non-Emergency – President's Administrative Team (PAT)
 - Communications & Public Relations
- Emergency – Incident Management Team (ICT)
 - Public Information Office (PIO)

Parent Information Office (PIO) Objectives

- Delivery of accurate, timely, and consistent information
- Keeping stakeholders informed
- Maintaining simplicity and clarity
- Correcting inaccuracies ASAP

Crisis Communication Protocols

- Coordinated incident command team efforts
- Messaging prepared in advance for various scenarios
- Streamlined & easy-to-access internal situation reports

- Instant Alert – Brief phone, text & email alerts to employees
- Office 365 – Official announcements & internal situation reports to employees
- Skylert – Brief phone, text, email alerts to parents via School Messenger with links for more information
- Website & Social Media – Official announcements with links for more information

A few things to keep in mind...

- Always check with your supervisor with questions/clarifications
- Do not expect rapid response on intranet during critical times
- Do not call Campus Police during emergencies except as needed

Media Contacts & Requests

- Emergency & Non-Emergency – Direct ALL media queries to the Executive Director of Communications & Public Relations at communications@fsdbk12.org
 - At all times – no exceptions!

Social Media

- Non-emergency announcements - Website, Facebook, Twitter & Instagram campus-wide accounts
 - Forthcoming: Instagram accounts managed by the schools
- Emergency announcements – Website, Facebook, Twitter & Instagram campus-wide accounts ONLY

Photos & Videos

- Non-Emergency – Protocol & training to follow
- Emergency – Carried out ONLY by the PIO team

Communication Is Key

- We all have a responsibility to know exactly what to do when faced with a crisis.
- Doing so can be the difference between chaos and calm.

AlerT Active Assailant Training

Mrs. Sampson continued her presentation of the AlerT training and answered questions from the Board.

SafePlans' AlerT™ program was developed to provide solutions to the complex challenges presented by violent intruders and active shooters. However, SafePlans is neither a predictor of violence, nor a guarantor of safety and makes no promises or warranties that this training will prevent or mitigate active shooter-type attacks.

AlerT training helps individuals to think about what to do if put into a situation with an active shooter.

The acronym ALERT stands for

A = Assess – Orient your response options to your situation.

L = Lockdown – Secure your location or area.

E = evade – Run, evacuate and/or avoid the threat.

R = Resist – As a LAST RESORT if you are in direct contact with the threat.

T = Tell – As soon as it is safe, call 904-827-2911 or 911 to report.

A = Assess – Orient your response options to your situation.

Person with Special Needs

It is critical to consider the unique needs of students and staff with disabilities before an emergency, and before implementing a drill. Considerations should include:

- Cognitive disabilities that can impede understanding.
- Disabilities that might limit the ability to follow instructions, such as a sight impairment.
- Disabilities that limit mobility.
- Sensory disabilities that can heighten distress, such as autism.

Assessing the ability to secure a classroom from an active shooter threat has four core components:

1. Access Control – Deny access into your room (lock/secure door from inside).
2. Cover – protection from a gunshot or other threat.
3. Concealment – Hidden from attackers' sight.
4. Evade Options – Ways to escape the room, if you cannot lockdown.

L = Lockdown – Secure your location or area.

Being able to secure location means that you have:

1. Access control to prevent entry into the room. AND
2. Concealment so the attacker cannot see anyone inside the room. AND
3. Cover to provide protection from gunfire if the attacker shoots into the room.

“If exit leads to danger” means that if your only path or escape takes you towards the attacker, your best option is to secure your room to the best of your ability, even if this room is not ideal for lockdown.

E = evade – Run, evacuate and/or avoid the threat.

- Direct contact with threats, or
- Cannot secure location, or
- Have a clear path to escape.

Student Accountability and Control

- Under *direct contact*, order students to run.
- Under *indirect contact*, the evade option can be a controlled student movement, similar to a fire evacuation.

R = Resist – As a LAST RESORT if you are in direct contact with the threat.

- Direct contact with attacker, and
- Cannot evade or escape, and
- Fear loss of life/serious injury

“Resist” is a *last* resort and does not mean students are taught to fight or counter an attacker.

- Explaining the Resist Option to Students.

- Teachers and staff are taught to resist if someone is trying to hurt students. During any emergency situation, it is very important to follow your teacher's instructions.

T = Tell – As soon as it is safe, call 904-827-2911 or 911 to report.

- Give your location and name.
- Provide as much information as you can. It is ok to set the phone down or hang up if the call/text is impeding your ability to protect yourself or others.
- The final step in AlerT is to Tell. While it is important to call 9-1-1 it is more important to first make certain you and your students are safe.
- Secure your room or evade (far away from the school) and then call 9-1-1 when you are safe.

Emergency Response Guidelines Decision Making in an Emergency

No emergency plan can account for every scenario and you may be required to make decisions. Use the OODA cycle to help guide your decision-making process.

The OODA cycle: Observe. Orient. Decide. Act! You are empowered to modify plans to save lives.



Campus/Facilities Master Plan 2019-2024

For the next Workshop topic, Mr. Joe Bruce, Executive Director of Safety and Facilities Operations, explained the purpose, objectives, special considerations, and planning methodology considered when creating the Campus/Facilities Master Plan (CFMP). He reviewed the CFMP and answered questions from members of the Board. The following information was presented.

The Purpose of the Campus/Facilities Master Plan is a guide for future campus development that supports State assets. The CFMP will evolve with the changing circumstances of student needs, educational trends, environmental conditions, and economic considerations.

The General Objectives of this CFMP are as follows:

- To employ a sound methodology for forecasting future structure, infrastructure, construction, maintenance, and space planning needs for the next five years.
- To employ a sound methodology for calculating the potential costs of addressing these needs.
- To work in parallel with the 2019-2024 Educational Plant Survey, the Strategic Plan, as well as current and subsequent Legislative Budget Requests.
- To provide a road map for continuous quality improvement.

Special Considerations: Many special circumstances must be considered when planning and forecasting our facility's needs. Some of them include, but are not limited to the following:

- **Funding Sources:** In regard to maintenance and capital improvements, FSDB receives only Public Education Capital Outlay (PECO) appropriations as requested through the Department of Education and funded by the State Legislature. FSDB is free to all eligible student residing in the State of Florida and does not levy property taxes or have added sales taxes like school districts do. FSDB receives no local millage funds or lottery funds.

- **Unique Student Population:** FSDB serves deaf/hard of hearing and/or blind/visually impaired students that range between 3 and 21 years of age. We must always allow for and promote access to all features of our facility to all students, staff members, and visitors, regardless of sight, hearing, or mobility limitations. For example, when installing emergency notification systems, we must confirm that they are delivered in both visual and audible formats. Dangerous conditions must be denoted with extra precision. Further, intentionally specialized campus planning is essential. For example, blind/visually impaired students must re-learn how to traverse a space that has been changed significantly. Concrete surfaces must be free from imperfections to reduce the risk of trips and falls. The ability to communicate clearly with sign language depends upon an elevated light level in buildings. Additionally, adaptive technology requires a heightened technological infrastructure. These are only a few of the many ways we must be creative in advancing accessibility.
- **School Safety and Security Initiatives** - Senate Bill 7026 created s.943.687 to establish the Marjory Stoneman Douglas High School Public Safety Commission (MSD). In addition to outlining several school violence prevention measures, the Commission Report also states, "Equally important are harm mitigation aspects of school safety, which can be divided into a few key components: identifying the threat at the earliest possible moment; notifying others of the threat; implementing an effective response by those vulnerable to the threat; and stopping the threat as soon as possible. These harm mitigation concepts should be immediately implemented across all Florida K-12 schools."

The MSD Commission's Final Report dated 1-1-2019, included Appendix B – Target Hardening, which outlines three levels of physical security to be implemented by all schools. The Commission also cited a lack of oversight and a need to verify compliance within school districts. Subsequently, Governor DeSantis issued immediate and specific mandates, and Senate Bill 7030 mandated that school hardening and harm mitigation steps be taken immediately. Steps were outlined for establishing a system to check for compliance with school safety measures. Immediate notification and lockdown capability are crucial to student and staff safety. With the special population of students FSDB serves, we have resolved to aggressively pursue projects that address the issues listed above.

- **Boarding Services** – Over 400 FSDB students live on campus from Sunday evening to Friday afternoon. In addition to maintaining a suitable academic environment, FSDB is committed to providing boarding living environments for students of all ages that promote student success. We maintain several types of living environments including apartments and dormitories with a variety of rooming arrangements.
- **24 Hour Operation** – FSDB serves students 24 hours daily when school is in session, essentially doubling the use of specific buildings and systems. FSDB has 89 clubs and extracurricular activities, several of which take place during the evening hours. Due to the boarding and after-school activities, mechanical, plumbing, and electrical systems experience higher-than-average deterioration and a constant need for maintenance.

- **Historical Integrity** – FSDB has a rich history, as does the city of St. Augustine. The oldest building on our campus was originally built in 1914 and the newest total renovation in 2018. Throughout this time, the utmost effort has been made to ensure that we preserve the historical architectural character and qualities of the buildings and campus.
- **FSDB Design Guidelines** – FSDB has created a comprehensive document that outlines with great specificity, the means, methods, product types, and system criteria for construction and renovation projects. The Design Guidelines ensure consistency across buildings and stability of maintenance practices, as well as upholding high standards for quality assurance.
- **Technology** - FSDB houses its own Main Distribution Frame and server on campus. This system, along with the campus-wide Mass Notification System, fire alarm and suppression systems, weather warning systems, message boards, and security cameras require extensive ethernet and fiber cabling configurations. These networks must be maintained not only within each building, but between buildings as a vital infrastructure component.
- **Cost Speculation** – As the forecast years increase, it becomes less likely that cost estimates can be achieved effectively. That is, contractors cannot provide accurate quotes for jobs that may be five to ten years away. Further, cost estimation software and methodology are subject to change and are often unable to capture nuanced variation in design and unique aspects of individual buildings and facilities. For this reason, cost estimates are fluid and will increase in accuracy as the implementation year nears.
- **Unforeseen Circumstances** – Often there are unanticipated aspects of project completion that can significantly change final costs. For example, many systems are not fully accessible until a project begins and the inner working is exposed, thus impacting estimation process that was based on a system that previously was enclosed or covered. This is a common by-product of project completion.

Planning Methodology

In the fall of 2018, FSDB contracted the services of GLE Associates to: provide an objective review of the general condition of the facility; evaluate major building components; provide a general estimate of future needs; and create a sustainable system for accurate assessment of current and evolving facility conditions. This Facilities Condition Assessment (FCA) addresses the following components:

- **Site** – parking, curbing, concrete, fencing, landscaping, railing, etc.
- **Structure** – foundation, masonry walls.
- **Exterior** – roof, roof drainage, paint and weather coatings, entrance and exit assemblies, windows, etc.
- **Interior** – floor finishes, ceilings, walls, cabinetry, interior door and window assemblies, appliances, etc.
- **Systems** – electrical, mechanical, heating, ventilation and air conditioning (HVAC), elevators, plumbing, fire alarm and mass notification, emergency lighting, fire protection, etc.
- **Americans with Disabilities (ADA) compliance** – signage, ramps, accessibility, parking, detectable warnings, etc.

- **Other –**
 - Professional fees such as architectural/engineering costs and/or project management.
 - Auxiliary Scope – Required services (such as cutting an opening in a drywall partition to remove and replace a large piece of mechanical equipment).
 - Permit fees.
 - General Conditions.
 - Contingencies.

GLE Associates gathered this information through the following methods:

- Reviewing documents provided by FSDB.
- Performing a walk-through survey of the building and site to visually observe the building and property site area to obtain information on material systems and components for the purposes of providing a brief description and identifying physical deficiencies.

The Final reports from GLE were used by FSDB to develop the CFMP, according to Mr. Bruce. He concluded by asking if there were additional questions and thanked the Board members for their time.

Adjournment

Workshop adjourned at 12:10 p.m.

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

Jeanne Glidden Prickett, EdD, President

Owen B. McCaul, Board Chair



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Board of Trustees – Meeting Minutes Moore Hall Center for Learning and Development September 27, 2019, 10:00 a.m.

Attendance

Present: Mrs. Christine Chapman, Mr. Terry Hadley, Vice Chair, Mr. Matthew Kramer, Mr. Owen McCaul, Chair, Mrs. Pam Siguler, Dr. Thomas Zavelson

Call to Order

Mr. Owen McCaul, Chair, convened the meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 10:11 a.m. in the Moore Hall Center for Learning and Development. Meeting was slightly delayed due to Enrollment/Outreach Committee meeting running long.

Pledge of Allegiance

Blind Elementary School student Dimitri Kostakis and Deaf Elementary School Logan Bridges led the the audience in the Pledge of Allegiance.

Special Recognition

The Board recognized Mrs. Linda DiGonzalez' service to the Board of Trustees with a special presentation. Mr. McCaul thanked Mrs. DiGonzalez for the five and a half years of service on the Board of Trustees. He stated that "Linda has brought a singular passion to her service on the Board. She has always passionately argued for the best interest of the students."

Mrs. DiGonzalez was presented a plaque with the resolution inscribed on it while Dr. Prickett read aloud the resolution for Mrs. DiGonzalez:

WHEREAS Linda Cureton DiGonzalez was first appointed to the Board of Trustees of the Florida School for the Deaf and the Blind on February 10, 2014 and has served for a total of five years and six months;

WHEREAS Mrs. DiGonzalez has been a tireless advocate for children who are deaf, hard of hearing, blind, visually impaired, or deafblind;

WHEREAS Mrs. DiGonzalez has advocated with legislators to pass "Javi's Bill," a Florida mandate named for her son, an FSDB student, ensuring that Florida drivers who are deaf or hard of hearing have a process whereby they can opt to identify themselves to law enforcement as deaf/hard of hearing on their drivers' licenses as a safety measure;

WHEREAS Mrs. DiGonzalez has served her community in a variety of activities and organizations including the local Red Cross Chapter, and the Family Readiness Group for the Florida National Guard 779th Engineering Battalion;

WHEREAS Mrs. DiGonzalez has been a long-time human services advocate as the Director of Volunteer Services at the Westminster Oaks Retirement Community in which she provided training for the organization's volunteers across the state of Florida; and

NOW THEREFORE, BE IT RESOLVED that the FSDB Board of Trustees, students, faculty, staff members, and alumni express their deep gratitude to Linda Cureton DiGonzalez for her commitment and knowledge, and present this plaque to her in recognition and honor of her service and contributions to the State of Florida and the Florida School for the Deaf and the Blind.

Dated this 27th day of September 2019.

FSDB Board of Trustees

Owen B. McCaul, Chair

Ralph V. Hadley III, Vice Chair

Christine M. Chapman

Matthew Kramer

Pamela M. Siguler

Thomas Zavelson, MD

FSDB President

Jeanne Glidden Prickett, EdD

Mrs. DiGonzalez expressed her gratitude for the gifts and for Mr. McCaul's kind words. She explained what it meant to her to be a member of the Board of Trustees, and expressed her concerns for enrollment. She thanked the Board for her plaque and gifts.

Approval of August 23, 2019, Meeting Minutes

Mr. Hadley moved to approve the Board Meeting Minutes of August 23, 2019. The motion was seconded by Dr. Zavelson and was carried unanimously by the Board.

President's Reports

Dr. Prickett commended the Incident Command Team for the flawless evacuation and closure of campus during Hurricane Dorian.

Dr. Prickett informed the Board that the girls' Mason Dixon Volleyball tournament will be held on campus, October 10-12, 2019, and she encouraged everyone to come to support the girls.

Dr. Prickett told the Board about the visit from Dr. Dré Graham, Florida's Teacher of the Year (FTOY). Dr. Graham was in the area visiting other district school's teachers of the year, and FSDB

was one of his stops. He was very impressed with the School, and promised he would return and bring his wife who is also a teacher.

Public Comment

There were no public comments during this meeting.

Action Items

Action Item #1

Surplus Property

Board approval was requested for disposal of surplus property. All items had an original purchase value in excess of \$1,000.

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

Action Item #2

FY 2019-20 Operating Budget – Revision #1

Board approval was requested for the FY 2019-20 Operating Budget – Revision #1.

This revision reflects the actual and scheduled distribution of appropriation adjustments by the Executive Office of the Governor for the following reasons:

- Casualty Insurance Premium Realignment
- Human Resources Services Adjustment
- State Employee Retirement Adjustments
- State Employee Health Insurance Adjustments (December 2019)

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

Action Item #3

2019-2020 Uniform Statewide Assessment Calendar

Board approval was requested for the 2019-2020 Uniform Statewide Assessment Calendar.

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

Action Item #4

2019-2020 School Improvement Plans

Board approval was requested for FSDB's 2019-2020 School Improvement Plans.

- Blind PreK - 8 School

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

Mrs. Chapman moved to accept Action Item #4 as presented. The motion was seconded by Mr. Hadley and carried unanimously by the Board.

Unfinished Business

No unfinished business was discussed at this meeting.

New Business

Audit Committee

Mr. Hadley, Chair of the Audit Committee, said the committee met and they received “clean” Endowment Audit results. There was one action item for the Board’s approval.

Audit Committee Action Item – Internal Audit Plan

Board approval was requested for the acceptance and implementation of the proposed Internal Audit Plan.

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

Enrollment and Outreach Committee

Dr. Zavelson, Chair of the Enrollment and Outreach Committee, said the committee met for the first time. It was a productive meeting; however, they ran out of time and still had more to discuss. It was established that they will meet before each regular Board meeting until further notice. There was one action item on the agenda.

Enrollment and Outreach Committee Action Item – Committee Liaisons

Board approval was requested for Dr. Jeanne Prickett and Ms. Shelley Ardis to be Enrollment Committee Liaisons.

Dr. Zavelson, as committee chair, moved to accept Action Item as approved by the Enrollment and Outreach Committee. The motion was carried unanimously by the Board.

Florida Safe Schools Assessment Tools (FSSAT)

Tracy Sampson, School Safety Specialist, explained that FSSAT requires that the Board be given the recommendations for additional safety measures.

- Replace chain link fencing with six-foot black aluminum fencing and continue maintenance of fencing.

- Assessment of signage on the campus perimeter to decrease the incident of sign pollution.
- Establish a protocol for maintaining recycle bins inside buildings.
- Police Services will complete a CPTED (Crime Prevention through Environmental Design) evaluation of the entire campus by March 9, 2020.
- Campus lighting is being monitored by a newly established quarterly maintenance plan, and audit for additional improvements.
- Install electronic door bells to notify teachers (who themselves may be deaf) when someone is at the classroom door.
- Digital displays which can show multimedia messages will be installed in multipurpose and building entryways to allow for additional, accessible notifications.
- Identify and prioritize meeting and multipurpose spaces to add digital displays which can provide multimedia information and messages.

Department Updates

Business Services

Ms. Julia Mintzer, Administrator of Business Services, introduced Mr. Dave Hanvey, CFP, Vice President-Wealth Management: UBS. Mr. Hanvey explained that the Endowment fund has been doing well compared to the market and in spite of all the noise in politics. He is preparing for the Endowment Committee meeting scheduled for November.

Outreach and Technology Services

Ms. Shelley Ardis, Administrator of Outreach and Technology Services, ask Ms. Liz Wilcox, Director of Outreach, to address the Board. Liz gave them an overview of the FAER (Florida Association for Education and Rehabilitation for the Blind and Visually Impaired) conference that she and several other FSDB staff attended in Orlando. Ms. Wilcox felt that it was a successful and helping to put FSDB information out there with more people who work with the Blind and visually impaired.

Mrs. Chapman asked Ms. Snow if she could provide additional information to the withdrawal data that is reported each month. Mrs. Chapman would like to know the reasons for the withdrawals especially with the high school students.

Closing Comments

Board members expressed their closing comments. They thanked Mrs. DiGonzalez and wished her well as she leaves the Board of Trustees.

Adjournment

Meeting adjourned at 10:56 a.m.

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

Jeanne Glidden Prickett, EdD, President

Owen B. McCaul, Board Chair



Mason-Dixon Volleyball Tournament

FSDB hosted the 32nd annual volleyball tournament of the Mason-Dixon Conference of Schools for the Deaf. The event opened on Thursday evening, October 10 and concluded on Saturday evening, October 12, 2019 with an assembly to welcome the visiting teams. It ran for two very full days, the 11th and 12th, with the closing ceremony and awards presented after the final championship match between the Mississippi School for the Deaf Bulldogs and the FSDB Dragons.

A committee of FSDB staff members representing multiple departments and led by Donna Johnson, the FSDB Athletic Director/Assistant Principal for Physical Education, had worked on the details of the tournament for many months. That planning and collaboration were evident because the tournament proceeded as smoothly and efficiently as possible.

We received many comments and compliments on our hosting and on the tournament as a whole. Sports are a factor in enrollment in special center schools for students who are deaf or blind, and families look for those opportunities for their children when considering enrollment.

The games were played in Settles gym, and rather than using a single court, the gym was divided into two courts side-by-side. That speeded up the pool play matches to determine which teams would go on to semi-finals and finals. The configuration was also very effective for ensuring that the athletes were in a single location and engaged to the maximum extent possible during the tournament days. It also shortened the time needed for the tournament, which kept the student-athletes out of classes for less time.

The Florida High School Athletics Association (FHSAA) permitted us to engage deaf officials for this tournament, which was a historic first. Almost all of the officials came from out-of-state. Using officials who communicated directly with the student-athletes reduced the need for interpreters significantly and was very effective for the student-athletes in their understanding of the “whys” of calls because the officials literally spoke their language in the most concrete terms possible. Ms. Johnson had invited the FHSAA personnel with whom she communicated about the use of deaf officials to come the tournament.

On Friday, October 11, we were honored and very pleased that the Executive Director of the FHSAA, Mr. George Tomyn, joined us for the FSDB matches at 1:00 and 3:00. I introduced myself and sat with him while we watched the competition. I was able to share with him about the various schools represented in the tournament, and about FSDB's role in Florida public education for the provision of Exceptional Student Education. I invited Mr. Tomyn to come again when we could give him a tour. He indicated he would like to do that, and even possibly to bring other staff members for the visit. When the tournament closed, I sent Mr. Tomyn my thanks for coming and let him know that the FSDB Dragons took the championship.

Dragon Football

Just as volleyball is important for student enrollment, so is football. Although eleven-man football is typically preferred, multiple factors compelled us to change our direction to eight-man football this year. Parental concerns about possible long-term injuries that can occur with football have led to fewer boys playing. Reductions in enrollment have been an additional factor in fewer boys playing. A multitude of other interests that students have now, for example, increased technology use (video games, etc.) have led to some reduction of interest in hands-on sports participation as well.

The choice to field an eight-man team has been successful, despite initial concerns. FSDB now has enough players that plenty of substitutes are available, which can result in less fatigue for players and fewer injuries. There are more opportunities to play other schools for the deaf in the Mason-Dixon conference, because many have such small enrollment that they either have no football programs or have eight-man teams.

FSDB's coaches embraced the concept, learned the rules, which vary from eleven-man football, and taught the student-athletes. The outcome is that FSDB has a winning eight-man team. Coach Eric LeFors and the assistants are to be commended for doing all that was necessary to give the boys this rich opportunity to continue to participate.

By Saturday, October 19, FSDB's football team had a 6-0 record, winning by wide margins in some cases. FSDB's last season game was with the Alabama School for the Deaf here on campus on October 26, 2019, which is our Homecoming game. The FSDB Dragons football team had had such a successful season that the team was in the first playoff game for eight-man football on October 31, 2019 on the FSDB campus. Although FSDB did not win that playoff game, they showed true teamwork and never gave up.

On November 1, 2019, DeafDigest named FSDB's Dragons Deaf National Champions for 8-man football and I was honored to deliver the team members and coaches that message from the DeafDigest editor at the Deaf High School lunch. We congratulate the coaches and team members on their successes this season.

Broward County Administrators' Visit

On October 18, two administrators from Plantation High School in Broward County came to learn about our school safety features processes on campus for our students who are deaf/hard of hearing or blind/VI. During their visit, we scheduled a lockdown drill to demonstrate the processes and features specifically in the Deaf High School. Several FSDB staff members and I took the visitors to Ms. Lauren Fox's class and participated with the students so we could see classroom lockdown procedures first-hand. It was the first time I had been in a classroom during a lockdown drill and not in my office or at the President's residence.

The FSDB students were curious about the visitors, and in keeping with the need to be silent during the drill, I signed with no voice to them. They were very interested to learn that they were actually helping the school personnel learn how to make accommodations for their deaf/hard of hearing students that we have had in place for many years. The students reflected to me that they feel very “lucky” to be at FSDB and to have those accommodations, and they can be of help to others who need to know how to plan for their students.

Vera Jones Book

Ms. Vera Jones is the mother of a recent FSDB graduate. She has written a number of books, her most recent being “Now I See: A Journey of Prophecy, Pain and Purpose.” She documents her son’s and her lives, especially from when he experienced vision loss as a result of a brain tumor at about age 10. In this book, she tells how struggles followed for both of them, and eventually they found FSDB as an important school option by the time her son was in middle school.

Ms. Jones is well known in women’s basketball for her Syracuse University Hall of Fame recognition and her Big Ten Network sports analysis broadcasting for women’s college basketball. She is also well known, especially in Florida, for her motivational speaking and team building, including at the Florida Association of School Administrators and many districts.

Ms. Jones’ comments about FSDB in the book, and the educational and social-emotional experiences her son received here, are highly positive. These are the same message she gives in her public speaking. One of her video posts “went viral” several years ago, also citing the support from FSDB teachers and staff members. We are grateful for the recognition and so pleased for both of them, as her son is having a very successful college experience at FSU now.

Enrique Oliú Mini-Documentary Nomination

Several months ago, a production crew from Telemundo 47, the Spanish language network Tampa affiliate came to campus as they filmed a short documentary on Enrique Oliú. Mr. Oliú is a 1980 graduate of the FSDB Blind Department and has had a remarkable career as an Intake Specialist and Interpreter for the Hillsborough County Courts and as a color commentator in Spanish for the Tampa Bay Rays for more than 20 years. He was the FSDB commencement speaker several years ago.

This week we received word that the National Academy of Television Arts and Sciences (the Emmys) Suncoast Chapter has nominated the mini-documentary for an award during its December annual ceremony. It is, of course, all in Spanish. The nomination is for “**Brillando Desde la Oscuridad/Shining From The Dark**” - produced by Raiza Iciarte, Yerman Salazar, Milton Lugo of WRMD Telemundo, Tampa-St. Petersburg-Sarasota, FL. Mr. Oliú’s unique and inspiring story came to the team’s attention and they worked with him to identify where it should be filmed.

FSDB was a central factor in his success, and he felt strongly that it needed to highlight the FSDB campus and program. The piece appeared in two segments for two nightly news broadcasts, during a time of high viewership. We wish the team the best as the mini-documentary advances in the regional Emmy awards

Cobra Goalball

I share this quote from the FSDB website story several weeks ago to set the stage: "FSDB competed in the Lakeshore Foundation Invitational in Birmingham, AL. FSDB brought two teams for both boys and girls and took first and second place in both divisions."

Lakeshore is known to have some of the finest Goalball players and excellent coaching. We were so pleased that our teams did such an excellent job leading up to the Youth National Goalball Tournament, hosted this year by the Texas School for the Blind and Visually Impaired in Austin from November 14-16. We are pleased to share with you that both the Boys' Goalball team and the Girls' Goalball team won their games and are the national champions again.

All of the exposure our athletes receive from these tournaments is good for our outreach efforts. Our students represent FSDB, their families and themselves well. They are always recognized as good team players, respectful and sportsmanlike.

Submitted by:

Jeanne Glidden Prickett, EdD

President



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Human Resources
Board Report
December 13, 2019

Class Code Count

Board of Trustees Administrator Positions	66
Teacher Positions	112
Specialist Positions	56
Select Exempt Service Positions	55
Career Service Positions	391

General Revenue Positions	648
Grant Funded Positions	32

Add/Delete

8211 Instructional Assistant I 10 months to Research & Training Specialist 12 months
8277 Director of Speech & Audiology 11 months to 12 months
8570 Staff Interpreter/Translator 9 months to 10 months
8466 Planner I to Staff Interpreter/Translator
8500 Coordinator/BOT Administrator to Law Enforcement Lieutenant

Service Awards

35 Years

Lessie Boyd III

20 Years

Clinton Schmermund

Gail Strassel

Taniuska Dulin

Beverley Hardee

15 Years

John Rowan

10 Years

Donna Huffstetler

5 Years

Amy Pettit



Communications and Public Relations Department

Report to the FSDB Board of Trustees

December 2019

This report summarizes department activities and accomplishments in fulfillment of FSDB Strategic Plan 2017-2022 goals for the months of September and October 2019.

Personnel

Lisa Acheson Luther is now Public Information Officer (PIO) with our department as of early October. After spending three years in Human Resources at FSDB, she will focus on our public information program which includes crisis communications, public and media relations, and marketing efforts. She has held similar roles for more than 20 years in health care, higher education, and state government in California, Michigan and Florida. Also, she led numerous change management initiatives including rebranding and CEO transition planning; she also served as a spokesperson for the California Department of Insurance, Florida Blue, and Community Hospice of Northeast Florida.

Crisis and Media Communications

Collaborated with campus emergency management team on and made refinements to Hurricane Dorian messaging. Made updates to the FSDB Crisis Communications Plan to include communication protocols, which is a system of rules allowing two or more groups of an organization to distribute information via a variety of channels. An effective protocol defines the rules, language, synchronization, and coordination of crisis communication processes; it also uses well-established formats for a variety of messages. Created FSDB Media Protocol documents—one for FSDB employees and one for external stakeholders—requiring referral of all media inquiries regarding school matters for PIO follow up.

Marketing Collateral

Marketing collateral in English and Spanish continue to be shared across the state of Florida and beyond at various conferences, meetings, and networking activities by campus departments.

News Stories

Posted 18 stories on the school website and social media, including nine original stories. Generated additional social media posts on the school's main and department/program accounts (see below). FSDB also was mentioned in various digital news including Beach 105.5 FM, Florida Gridiron Preps, Florida Instructional Materials Center-Visually Impaired, MaxPreps, Old City, *St. Augustine Record*, and Sign1News.

Advertisements

- American Society for Deaf Children *Endeavor* magazine, Council of Schools for the Blind *Howe's Now*, First Coast Relocation Guide (2019) *Living Here on the First Coast*. Also: Florida Association for the Education and Rehabilitation of the Blind and Visually Impaired

Conference and Florida Educators of Students who are Deaf or Hard of Hearing Conference (September and October program ads, respectively).

Exhibits/Outreach

- *Ongoing*—Supported dissemination of targeted informational packets to superintendents, Exceptional Student Education leadership, staffing specialists, and educators and professional service providers across the state, as well as at targeted events, meetings, and conferences.
- *Completed*—Dining in the Dark event in Jacksonville, Florida Festival of Families sponsored by Florida Instructional Materials Center-VI, and the Florida Association for the Education and Rehabilitation of the Blind and Visually Impaired Conference (September), It's a Deaf Thing Expo, Florida Association of the Deaf Biennial Conference, Florida Council for Exceptional Children Conference, Florida Joint Vision and DHH District Contacts Meeting at FSDB, and FSDB Campus Expo, and National Conference on the Wellbeing of Children and Families (October).
- *Forthcoming*—Florida Educators of Students who are Deaf or Hard of Hearing Conference, Florida Regional Cane Quest, and American Speech and Hearing Association Convention (November).

Television/Radio

- Public service radio spots (30-second) continue to air at no cost by various Florida radio stations.

Photo/Video

- Produced student ID photos, including athletic roster and team photos. Individual and group Board photos are now up to date. Videos showcasing student successes across campus are currently in production. Photos taken of the Early Learning Center, Deaf Elementary classroom, CTE classes, Mason-Dixon Girls Volleyball Tournament, International Day of Sign Language, Jr. NAD President Announcement, Deaf Department Homecoming, Transportation Department, PBIS Ice Cream Social, and Fall Athletics Recognition Assembly.

Website

- The website had 11,815 visitors (5,743 visitors in September), of which 53% were new. A total of 40,818 pages were viewed (26,259 pageviews in September), each for an average of two minutes and 33 seconds. Of the visitors, 52.63% were mobile users, with 40.69% desktop and 6.68% tablet users. These metrics increased during the Mason-Dixon Girls Volleyball tournament, hosted by FSDB.
- Sixty-two users communicated with FSDB via web contact forms (53 in September), separate from incoming phone calls. Most frequent topics: tours, admissions, outreach, athletics, internships, and human resources.
- We are currently using the School Messenger platform for emergency and non-emergency alerts/notifications via voice, text, email, website, social media—unifying communications across linked devices and platforms.

Social Media – Facebook

- Likes for the main page rose to 12,316, with 67 posts (37 posts in September), reach of 74,358 and 220,027 impressions. The top post was a video of *Mason-Dixon Volleyball girls dancing at a social*; which reached 20,331 people with 434 reactions, 336 likes, 33 comments, and 38 shares.

Social Media – Twitter

- Followers increased to 1,508, with 40 posts in October (48 posts in September), 9,340 tweet impressions, 201 profile visits (149 visits in September), and 35 mentions. The top tweet was "*FSDB Blind Department students Nathaniel Figueroa Borrero, Logan Strickland, and Gracie Helton visited Beach 105.5 FM on White Cane Safety*," which garnered 1,123 impressions.

Social Media – Instagram

- Followers rose to 1,552 with 13 posts (11 posts in September) and 1,225 likes (666 likes in September). The top post was *FSDB Football team named Deaf Digest 8-Man Football Champions*, liked by 159 people.

Social Media – Vimeo/Facebook Livestream

- Twenty new videos were uploaded in October (21 videos in September); our channel had 9,213 views (2,195 views in September) for six hours and forty-four minutes. Streamed Mason-Dixon Girls Volleyball tournament (12,681 views), four football games (total of 9,689 views), Deaf High School Homecoming Skits and Coronation (2,654 views) and the Elementary Vocabulary Showcase (1,177 views). The top viewed event with 4,548 views was the *FSDB football game vs Louisiana School for the Deaf*.

Social Media – YouTube

- One new video was uploaded; our channel had a total of 243,264 impressions (200,662 impressions in September), 56 new subscribers (49 new subscribers in September), and 26,180 views for 1,554 hours. The top video continues to be *The Wizard of Oz in American Sign Language* with 7,501 views.

Museum & Campus Tours

- Twenty-four people visited the museum during September followed by 138 in October with three campus tours (FSDB-hosted Mason-Dixon Girls Volleyball Tournament and FSDB Deaf Alumni Association- and class reunion events during FSDB Deaf High School Homecoming Weekend).



Interim legislative committee meetings have been ongoing with presentations before committees on the status of past session legislation, agencies' funding requests, and key policy areas under consideration. Meetings with legislative appropriations staff have been held to discuss requests and concerns of the Florida School for the Deaf and Blind.

October 22, Dr. Prickett and I met with the staff of the House PreK-12 Education Appropriations subcommittee. At this meeting, the staff director recommended that FSDB make the school's funding request for staff salaries as a policy work increase issue rather than a member project request. Dr. Prickett and I agree with this approach and are pursuing this path for FSDB's funding request.

The Governor's recommended budget was presented to the Legislature during the week of November 18-22. Detailed presentations by the governor's budget office and legislative analysis are planned for the last interim committee meeting scheduled for December 9 – 13. In his budget, the Governor included \$756,038 for FSDB to be included in his starting teacher statewide salary and benefits recommendation.

Other small increases were provided for administrative issues. In capital outlay, the Governor followed the recommendation of the Department of Education in providing for FSDB, \$5.3 million for maintenance and repairs.

The St. Johns County Legislative Delegation met November 22, 2019, with FSDB in attendance. On behalf of the school and Dr. Prickett, I presented the school's priorities with an emphasis on the need for FSDB to be part of all legislative policy and funding decisions for teacher pay and benefits along with the request to fund the school's capital needs as recommended by the Governor.

Submitted by:
Patsy Eccles

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

SUBJECT: Surplus Property

PROPOSED BOARD ACTION

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

Attachment: Surplus Property List

Presenter/Department: John Wester, Comptroller

November 1, 2019

Mrs. Julia Mintzer
Administrator of
Business Services
Re: Surplus Review
Board Report

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
47511	CABLE ANALYZER,DSP-2000 W/CASE	19 YRS	1,995.00
50334	CARDIAC SCIENCE P/HEART G3	15 YRS	2,011.00
50335	CARDIAC SCIENCE P/HEART AED G3	15 YRS	2,011.00
50336	CARDIAC SCIENCE P/HEART AED G3	15 YRS	2,011.00
50337	CARDIAC SCIENCE P/HERAT AED G3	15 YRS	2,011.00
50338	CARDIAC SCIENCE P/HEART AED G3	15 YRS	2,011.00
50339	CARDIAC SCIENCE P/HERAT AED G3	15 YRS	2,011.00
50759	FG PROJECTOR,INFOCUS LP540	14 YRS	1,169.00
51067	AED,POWERHEART G3 DEFIBRILLATOR	14 YRS	1,595.00
51855	AED,POWERHEART G3 DEFIBRILLATOR	13 YRS	1,595.00
51856	AED,POWER HEART G3 DEFIBRILLATOR	13 YRS	1,595.00
52023	SMARTBOARD,MOD 680	13 YRS	1,249.00
52269	AED,POWERHEART G3 DEFIBRILLATOR	12 YRS	1,295.00
53375	POWERHEART AED MACHINE	10YRS	1,295.00
55469	CAT 2960S STACK 48 GIGE POE	8 YRS	3,547.30
55476	CAT 2960S STACK 48 GIGE 4XSFP	8 YRS	2,737.30
55477	CAT 2960S STACK 48 GIGE 4XSFP	8 YRS	2,737.30
55489	CAT2960S STACK 24 GIGE 4XSFP	8YRS	1,657.30
55707	SMART PODIUM	7YRS	4,140.77
56133	MAC PRO	4 YRS	3,969.00
56193	IMAC 21.5" 3.1GHZ QUAD-CORE	4 YRS	1,759.00
56250	IMAC 21.5" WITH RETINA 4K DISPLAY	3 YRS	2,110.00
56392	VNXB 25X 2.5 6G SAS {TALLAHASSEE}	3 YRS	9,210.30
56393	SYSTEM DD2200-7XTB {TALLAHASSEE}	3 YRS	9,503.61
56439	MACBOOK 12" 1.2 GHZ DUAL CORE INTEL	3 YRS	1,549.00
57097	AED,POWERHEART	4MO	1,295.00
	REPLACED WITH WARRANTY		

Review board:

Susan Bright
Director of Purchasing

Shelley Ardis
Executive Director, Technical Services

Corbett Owens
Technology Resource Coordinator

David Law
Director of Safety

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

SUBJECT: Attorney Contract Amendment

PROPOSED BOARD ACTION

Board approval is requested to amend the Constangy, Brooks, Smith and Prophete, LLC contract to reflect an additional position—Senior Counsel—at a rate of \$200.00 per hour and to increase the Not-To-Exceed amount to \$150,000.

Presenter/Department: Julia Mintzer, Administrator of Business Services

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

SUBJECT: FSDB Student Threat Assessment Policy

PROPOSED BOARD ACTION

Board approval is requested of the FSDB Student Threat Assessment Policy (Operational Policy and Procedure 10.48).

Note: This policy is required per SB 7026/SB 7030 and is in alignment with the threat assessment guidelines provided by the Office of Safe Schools. The policy is based on the Comprehensive School Threat Assessment Guidelines (CSTAG), developed by Professor Dewey Cornell of the University of Virginia along with a team of educators and researchers. Through the implementation of this policy, FSDB will address early identification, evaluation, early intervention, and student support.

Attachment: FSDB Student Threat Assessment Policy (OPP 10.48)

Presenter/Department: Julia Mintzer, Administrator of Business Services

FSDB Student Threat Assessment

(Operational Policy and Procedure 10.48)

I. Purpose/Scope of the Policy

Per Florida Statute 1006.07, the Florida School for the Deaf and the Blind (FSDB) shall utilize its Board of Trustees to adopt policies that are consistent with those developed by the Office of Safe Schools that establish threat assessment teams at each school whose duties include the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students. Such policies shall include procedures for referrals to mental health services identified by FSDB pursuant to Florida Statute 1012.584(4), when appropriate, and procedures for behavioral threat assessments in compliance with the instrument developed pursuant to Florida Statute 1001.212(12).

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

Florida Statute 1001.212(12) requires the Office of Safe Schools to develop a standardized, statewide behavioral threat assessment instrument for use by all public schools which addresses early identification, evaluation, early intervention, and student support. The *Comprehensive School Threat Assessment Guidelines* (CSTAG) is the instrument that was endorsed by the Office of Safe Schools. This instrument shall be utilized at FSDB.

This policy applies to all FSDB students and staff members.

This policy discusses FSDB Student Threat Assessment in relation to: (A) Teams and Roles, (B) Reporting, (C) Threat Assessment Decision Tree, (D) Training and Education, and (E) Reporting and Accountability.

II. Definitions

Threat: An expression of intent to harm someone. Threats may be spoken, written, signed, or expressed in some other way, such as gestures, graphics, or behaviors. Threats may be direct (“I am going to beat you up”) or indirect (“I am going to beat him up”), or implied (“You better watch out”). Illegal possession of weapons should be presumed to indicate a threat unless careful investigation reveals otherwise (e.g., a student accidentally brought a knife to school). When in doubt about whether a student’s behavior is a threat, evaluate it as a threat.

Threat Assessment: A problem-solving approach to violence prevention that involves both assessment and intervention with individuals who have threatened violence toward others. Threatening statements and behaviors are treated as indicators of frustration by an individual facing a painful and interpersonal problem. The threat assessment and intervention process is designed to prevent violence by helping the individual to resolve the problem, thereby removing the impetus for violence. Safety precautions and legal actions are taken as part of this process when judged to be necessary to prevent imminent acts of violence.

Transient Threat: Not a serious threat and may be an expression of momentary anger. It may be an expression of humor or hyperbole that does not convey a genuine intent to harm. A transient threat is resolved with an explanation or apology, and although disciplinary consequences and counseling may be appropriate, safety precautions are not needed. On the continuum of threats, transient threats include – figures of speech, jokes, fleeting expressions of anger, attention-seeking/boasting, and the thrill of causing a disruption.

Substantive Threat: A statement that expresses a continuing intent to harm someone. A substantive threat may express emotion like a transient threat, but they also indicate a desire to harm someone that extends beyond the immediate incident or argument when the threat was made. On the continuum of threats, substantive threats include attempts to intimidate or frighten (possibly substantive) and warning of impending violence (substantive).

Comprehensive Student Assessment Guidelines (CSTAG): Guidelines developed at the University of Virginia adopted by the Office of Safe Schools and adopted by FSDB via this policy.

III. Detailed Policy Statement

A. Teams and Roles

The **FDSB Threat Assessment Team (Care Team)** shall be facilitated by the School Safety Specialist and include persons with expertise in counseling (Administrator of Allied Health, Director of Mental Health), instruction/exceptional student education (Administrator of Instructional Services), school administration (Principals), boarding administration (Administrator of Boarding Services), and law enforcement (Chief of Campus Police). Other members of the school

community may serve on the team, including but not limited to the Administrator of Business Services, Administrator of Outreach and Technology Services, and the Executive Director of Transportation. The duties of this team may include the coordination and oversight of assessment, intervention, and resources for students whose behavior may pose a substantive threat to the safety of FSDB students and/or staff members, consistent with the CSTAG. This team shall ensure that all steps are followed related to Exceptional Student Education (ESE) laws/regulations and FSDB eligibility. This team shall also review school-based and boarding-based data associated with transient threats. The Care Team shall meet monthly and report results to the FSDB President.

The **School-Based Threat Assessment Team** shall include one or more representatives from school administration (Principal, Assistant Principal, Dean), campus police, and mental health professionals. The duties of this team include the assessment of a student whose behavior may pose a threat to the safety of FSDB students or staff members, consistent with the CSTAG. Upon determination that a threat is transient, this team shall coordinate resources and interventions, as appropriate. Upon determination that a threat is substantive, this team leader shall immediately contact the School Safety Specialist for further assessment coordinated by the FSDB Threat Assessment Team (Care Team). The school-based team leader shall notify the boarding-based team leader of the reported threat, as applicable.

The **Boarding-Based Threat Assessment Team** shall include one or more representatives from boarding administration (Administrator of Boarding Services, Director of Student Life, Assistant Director of Student Life, Dormitory Program Supervisor), campus police, and mental health professionals. The duties of this team include the assessment of a student whose behavior may pose a threat to the safety of FSDB students and/or staff members, consistent with the CSTAG. Upon determination that a threat is transient, this team shall coordinate resources and interventions, as appropriate. Upon determination that a threat is substantive, this team leader shall immediately contact the School Safety Specialist for further assessment coordinated by the FSDB Threat Assessment Team (Care Team). The boarding-based team leader shall notify the school-based team leader of the reported threat.

The **MTSS (Multi-Tiered System of Support) Team** consists of school, boarding, mental health professionals, and other staff members. These problem-solving teams review student concerns and develop/monitor interventions.

The following roles and functions of **School-Based** and **Boarding-Based Threat Assessment Team** members shall provide guidance in implementing the threat assessment process, recognizing that schools and boarding programs may adapt their teams to staff members they have available. Staff members conducting threat assessments must be properly trained in the CSTAG.

The **school/boarding administrator** serves as the threat assessment team leader and makes final decisions about what to do in response to the student's threat. The team leader shall conduct an initial triage to determine if s/he needs to call upon additional members of the school/boarding-based threat assessment

team. If the student has a Care Safety Plan, the team leader must call upon a mental health professional to assist in making decisions. Other team members have responsibilities intended to provide the team leader with information and recommendations to consider in making these decisions. To increase efficiency, not every team member may need to be involved in every case.

The **law enforcement officer** responds to emergencies or crisis situations in which there is an imminent risk of violence. In nonemergency situations, the law enforcement officer is a consultant on law enforcement matters. The law enforcement officer also enhances school climate by engaging in community-oriented policing by maintaining high visibility on the campus, establishing positive relationships with students, and taking an interest in school activities.

The **mental health professional** brings expertise to the team in working with students in response to the student's behavior and in addressing the social and emotional difficulties that frequently underlie threatening behavior. These professionals may include Behavior Specialists, Psychologists, Licensed Mental Health Counselors, and Licensed Clinical Social Workers.

B. Reporting

A threat assessment begins when a student is reported to have made a threat. The threat may be communicated to the intended victim or to third parties. The Threat Report shall be completed to document the threat. **When staff members become aware of a threat, they shall immediately notify the student's Assistant Principal (school hours), Dormitory Program Supervisor (evening hours), or their direct supervisor if they do not have enough information about the student to contact the appropriate school or dorm administrator.** Their supervisor shall then assist in identifying the appropriate point of contact to initiate the threat assessment process. The staff member shall **remain with the student. For threats that indicate imminent danger, staff members shall immediately contact Campus Police.**

C. Threat Assessment Decision Tree

Upon receiving the Threat Report documenting a threat, **the school-based or boarding-based threat assessment team**, as defined above, shall **immediately** implement the CSTAG School Threat Assessment decision tree using the Investigation Steps for Threat. The five steps in this process include the following:

Step 1. Immediately evaluate the threat. Obtain a detailed account of the threat and document on the Threat Report. Interview the person who made the threat, the intended victim, and any other witnesses. In many circumstances, it is desirable to interview one or more witnesses before interviewing the student, so that the interviewer is well informed and better prepared to evaluate the student's statements. Write the exact content of the threat and key observations by each party on the *Threat Report, Investigations Steps for Threat, Threat Assessment Report*, and *Witness to Threatening Statement* forms found on the FSDB intranet. The content or actual wording of the threat is less important than

what the student meant and intended by the threat. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

- If NO, it is not a threat but might be an expression of anger that merits attention. The school or boarding administrator shall determine if a code of student conduct violation exists or if a MTSS referral for mental health services is appropriate. The school or boarding administrator shall notify the parent/legal guardian of the student who made the threat to inform them that they completed the review and assessment of a Threat Report and confirmed that no threat exists.
- If YES, attempt to resolve the threat as transient.

Step 2. Immediately attempt to resolve the threat as transient. Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

- If YES, the case is resolved as transient. The school or boarding administrator shall reference the code of student conduct and design/provide interventions, as needed, through the MTSS process. The school or boarding administrator shall notify the parent of the student who made the threat, and the parent of the intended victim, to inform them that they evaluated a threat that was found as transient. The name of the student who made the threat may be shared with the parent/legal guardian of the intended victim.
- If NO, immediately contact the School Safety Specialist who shall coordinate with the Care Team to support the school-based or boarding-based team with the assessment of a substantive threat.

Step 3. Respond to a substantive threat. For all substantive threats:

Take precautions to protect potential victims by:

- Cautioning the student about the consequences of carrying out the threat;
- Providing direct supervision so that the student cannot carry out the threat while at school;
- Contacting the student's parents/legal guardians so that they can assume responsibility for supervising the student after the student is turned over to them. Inform them of the nature of the threat, who was threatened, and the consequences for the student if the threat is carried out; and
- Contacting the intended victim(s), warning them of the threat, and taking appropriate protective steps, such as summoning law enforcement and/or notifying teachers, boarding staff members, transportation staff members, and others deemed appropriate. This is done in the situation where school authorities cannot provide immediate supervision because the student is elsewhere

Inform the intended victim and parents/legal guardians.

- Victims should be fully informed about the content of the threat and the identity of the student who made the threat.

- If the threat is aimed at a broad group, then the FSDB Incident Command Team shall decide on an appropriate and timely way of notifying members of the group.
- When a very serious substantive threat has become a matter of general knowledge in the school or community, it can be a source of distress and disruption. In these cases, the FSDB Incident Command Team shall decide on the appropriate and timely way of sharing general information about the situation with all FSDB stakeholders and the community.

Look for ways to resolve conflict.

- Engage the student in individual counseling to understand the reasons why the threat was made and to help the student identify more acceptable ways to communicate or seek help for a problem.
- If there is a dispute or argument underlying the threat, consider some form of dispute mediation. This would not be appropriate in bully-victim conflicts, in which parties do not have equal strength or status in negotiation.

Discipline student, when appropriate.

- A substantive threat to harm someone likely merits some disciplinary response because it is an aggressive act and disruptive to the learning environment. However, a threat to hit someone is less severe than hitting someone. Discipline should be calibrated to the seriousness of the offense and the circumstances in which it occurred rather than applied in a uniform, zero tolerance fashion.
- Reference the FSDB Code of Student Conduct when making decisions about disciplinary action.

For SERIOUS threats (hit, fight, beat up), the case may be resolved as a serious substantive threat and the Care Team shall coordinate with the school-based and/or boarding-based team, and the MTSS Team, to provide interventions as needed. The school or boarding administrator shall notify the parent/legal guardian of the student that made the threat, and the parent/legal guardian of the intended victim, to inform them that they evaluated a threat that was found as substantive. The name of the student who made the threat must be shared with the parent/legal guardian of the intended victim.

For VERY SERIOUS threats (kill, rape, or cause serious injury with a weapon), the Care Team, in collaboration with the school-based and/or boarding-based team, shall continue the threat assessment by conducting a safety evaluation.

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to the steps taken when responding to a substantive threat, as listed above, the student may be briefly placed elsewhere or suspended pending the completion of the following actions:

- Conduct a law enforcement investigation for evidence of planning and preparation of criminal activity.

- Screen the student for mental health services and counseling; refer as needed. The assessment shall begin as soon as possible, in coordination with the law enforcement investigation, using the Mental Health Threat Assessment.
- Develop a Care Safety Plan that reduces the risk and addresses student needs. The Care Safety Plan should include a review of the Individual Education Plan (IEP). The Care Safety Plan is developed under the direction of the Care Team, by the school-based and boarding-based threat assessment teams, inclusive of mental health professionals and law enforcement. The Care Safety Plan has three objectives:
 - Resolving the threat of violence to maintain the safety of any potential victims;
 - Addressing any factor in the school environment that played a contributory role in the threat situations; and
 - Returning the student to school or conduct a continuation staffing to determine continued eligibility.

Step 5. Implement and monitor the Care Safety Plan. Document the plan. Maintain contact with the student. Monitor whether the plan is working and revise as needed.

A written plan is required for three purposes:

- To establish clearly what has been decided and how the plan shall be carried out;
- To record adequate legal documentation of an appropriate response to the threat; and
- To provide information for school staff members in the event of another incident or threatening situation.

The Care Safety Plan has two main sections:

- **Threat Response:** This section describes the school's immediate response to the threat. This section must include when campus police were notified, when the student's parents/legal guardians were notified, when the intended victim and parents/legal guardians were notified, and whether the student received a mental health assessment. This section shall also indicate any immediate actions taken to assure safety, such as searches for weapons or a campus evacuation.
- **Care Safety Plan:** This section describes the plan of action resulting from the Safety Evaluation. The Care Safety Plan shall identify a person who shall verify that the recommendations from the Safety Evaluation are being followed. This section shall also note specific risk factors that should be monitored and any consequences for the student.

The Care Safety Plan shall include provision for follow-up contact with the student to verify that the plan has been successfully implemented to meet the school's safety needs and the needs of the student. The Care Safety Plan shall specify the individual or individuals responsible for follow-up contacts.

The Care Team shall monitor all Care Safety Plans on a monthly basis to assess the need to maintain the plan, to conduct a follow-up review, and to consider revisions to any of the plans.

D. Training and Education

All FSDB staff members shall complete Youth Mental Health First Aid training.

All threat assessment team members, and any other staff members engaging in the threat assessment process, must complete CSTAG training.

All staff members must complete annual threat assessment training that includes a review of this policy.

E. Reporting and Accountability

A school environmental safety incident report (SESIR) of data concerning school safety and student discipline data is required under Florida Statute 1006.09(6). The perpetrator and victim shall be documented within the student information system with required data elements reported to the Florida Department of Education.

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

IV. Getting Help

If you need help with ...	Contact ...
Interpreting the policy	School Safety Specialist
Training	School Safety Specialist Director of Training and Quality Assurance

V. References, Resources and More Information

References:

FSDB MTSS Website
 FSDB Mental Health Department Brochure
Parent-Student Handbook
[FortifyFL](#)

Training:

Comprehensive School Threat Assessment Guidelines
 Youth Mental Health First Aid

Forms:

Care Safety Plan
Investigation Steps for Threat

Key Observations
Mental Health Threat Assessment
Parent-Legal Guardian Interview
Teacher-Staff Interview
Threat Assessment Report
Threat Report
Threat Response
Witness to Threatening Statement

VI. Applicability and Authority

This policy on *FSDB Student Threat Assessment* applies to all FSDB students and staff members. The President is the campus authority for the *FSDB Student Threat Assessment* policy.

APPROVED:

Jeanne Glidden Prickett, EdD, President

Date

AUTHORITY: *Florida Statutes – 1002.36*

LAW(s) IMPLEMENTED: *Florida Statutes – 1002.36, 1006.07, 1012.584(4), 1001.212(12), 1006.09(6)*

HISTORY:

NEW: 12/ /2019

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

SUBJECT: Bulkhead Project

PROPOSED BOARD ACTION

Board approval is requested to enter into a contract exceeding \$2,000,000 for the completion of the remaining phases of the Bulkhead.

Note: This project is estimated at approximately \$5,000,000. All dollars are in alignment with the previously approved Campus/Facilities Master Plan, PECO Legislative Budget Request, and General Revenue Operating Budget.

Presenter/Department: Joe Bruce, Executive Director of Safety and Facilities Operations

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

SUBJECT: FSDB Medical Marijuana (OPP 10.47)

PROPOSED BOARD ACTION

Board approval is requested of the FSDB Medical Marijuana Policy (Operational Policy and Procedure 10.47), as adopted by the President's Executive Team. Or approval to consider the alternative to allow students to go off-site.

Note: This purpose of this policy is to comply with the mandate of F.S. 1006.062(8), to allow a student who is a qualified patient, as defined in F.S. 381.986, to use medical marijuana obtained in accordance with law. School Board Policy 5330 - Use of Medications does not apply to qualified students' use of medical marijuana.

Attachment:

FSDB Medical Marijuana (OPP 10.47)

Letter to Jason Borntreger, Esq, Assistant General Counsel, Florida Department of Education

Email response from Jason Borntreger

Presenter/Department: Sid Ansbacher, Board Counsel

UPCHURCH, BAILEY AND UPCHURCH, P.A.

ATTORNEYS AT LAW
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St. Augustine, Florida 32084
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Telephone (904) 829-9066
Facsimile (904) 825-4862

Please reply to:
Post Office Drawer 3007
St. Augustine, Florida 32085-3007

November 19, 2019

VIA EMAIL DELIVERY

Jason.Bornotreger@fldoe.org

Jason Bornotreger, Esq.
Assistant General Counsel
Business Operations
Florida Department of Education
1244 Turlington Building
Tallahassee, Florida 32399-0400

Re: FSDB Medical Marijuana Policy 10.47

Dear Jason:

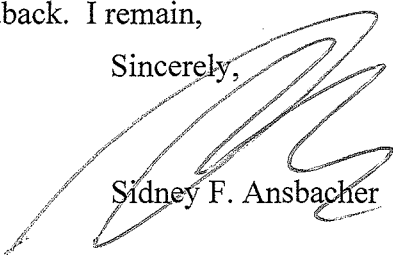
I write to follow up on our recent discussions. I enclose both the adopted policy and a proposed alternative if necessary. We appreciate Department feedback prior to taking the final policy to our Board of Trustees.

As we discussed, the FSDB has weighed a medical marijuana policy for many months. We discussed it at length at the Executive level, as did our Board of Trustees. Our Executive Cabinet adopted OPP 10.47 on November 6. The OPP is scheduled for Board review on December 13. While we have some day students, we are primarily a boarding school. Further, the school lies behind a wall and security gate. We are not likely, nor are we set up to receive on-site caregivers for our boarding population.

We have set up our policy, and the alternative, to allow students to go off-site. We do not intend, however, to use state staff or vehicles in doing so. We are by design far more integrated into federal programs than are county-level school districts. We also observe the dichotomy in the October 25, 2019, Department of Justice memorandum between institutional purveyors of marijuana and medical marijuana users. We fear where we would fall in that analysis, especially in light of the Drug-Free Workplace Act.

I appreciate Department feedback. I remain,

Sincerely,



Sidney F. Ansbacher

SFA/cs
Enclosures

Medical Marijuana

(Operational Policy and Procedure 10.47)

I. Purpose/Scope of the Policy

The exclusive purpose of this policy for The Florida School for the Deaf and the Blind (FSDB) is to address the mandate of section 1006.062(8), Florida Statutes (F.S.), for the adoption of a policy and a procedure concerning an enrolled School student who is a qualified patient, as defined in section 381.986, F.S., to use marijuana obtained pursuant to that section. Nothing in this policy shall be interpreted to extend any privilege beyond that mandate established by section 1006.062(8), Florida Statutes, or to authorize any use in violation of federal law, including but not limited to Schedule I of the Controlled Substances Act, 21 U.S.C. § 801, et. seq. This policy on Medical Marijuana applies to all FSDB enrolled students.

This policy discusses Medical Marijuana in relation to: (A) Administration, and (B) Termination.

II. Definitions

The definitions set forth in section 381.986(1), F.S., are hereby adopted and incorporated by reference into this policy unless otherwise provided below:

Caregiver: A parent/legal guardian or parent designated emergency contact, who is a resident of the State of Florida who has agreed to assist with a qualified patient's medical use of marijuana, has a caregiver identification card, and meets the requirements of subsection (6) in 381.986, F.S.

Low-THC Cannabis: A plant of the genus cannabis, the dried flowers of which contain 0.8 percent or less of tetrahydrocannabinol and more than 10 percent of cannabidiol weight for weight; the seeds thereof; the resin extracted from any part of such plant; or any compound, manufacture, salt, derivative, mixture, or preparation of such plant or its seeds or resin that is dispensed from a medical marijuana treatment center.

Medical Marijuana: All parts of any plant of the genus cannabis, whether growing or not; the seeds thereof; the resin extracted from any part of the plant; and every compound, manufacture, salt, derivative, mixture, or preparation of the plant or its seeds or resin, including low-THC cannabis, which are dispensed from a medical marijuana treatment center for medical use by a qualified patient. For purposes of this policy, the terms "marijuana" and "medical marijuana" may be used interchangeably.

Enrolled Student: Currently enrolled FSDB student.

Qualified Student/Patient: An enrolled student who meets the definition of a qualified patient in section 381.986(1)(l), F.S.

III. Detailed Policy Statement

A. Administration

Marijuana shall not be administered to a qualified student/patient on School property, nor while aboard a School bus/vehicle, nor at a School-sponsored event or activity, in accordance with this policy, regardless of whether the marijuana is for a qualifying medical condition to the extent authorized by section 381.986, F.S.

This policy conveys no right to any enrolled student or to the enrolled student's parents/legal guardians or other caregiver to request access to any location on School property, a School bus/vehicle, or a School-sponsored event or activity to administer marijuana.

No School employee, volunteer, or contractor, on behalf of the enrolled student, may administer, store, hold or transport marijuana in any form, nor may it be stored in any School bus/vehicle or on any School property, including School grounds and parking lots.

Anyone seeking to administer marijuana to a qualified student/patient away from School property must first provide the following to the School:

- 1) proof of valid physician certification by a qualified physician;
- 2) proof that the enrolled student is a qualified patient;
- 3) proof of valid identification card from the State of Florida which demonstrates that the person is authorized to administer the marijuana to the qualified student/patient; and
- 4) any other information or documentation determined necessary by the President or designee to reasonably implement the terms of this policy.

The School shall have five (5) school days to verify this documentation.

The parent/legal guardian/caregiver shall be responsible for providing the permissible form of marijuana, per 381.986, F.S., to be administered to the qualified student and for administering any marijuana away from School. Administration of the marijuana shall not involve the participation, or supervision, by any School employee, volunteer, or contractor. No qualifying student/patient or the parent/legal guardian or caregiver of such enrolled student shall have marijuana in their possession on any School property.

Enrolled student possession, use, distribution, sale or being under the influence of marijuana inconsistent with, and not expressly authorized by, this policy is prohibited. A violation of this policy may subject the enrolled student to disciplinary consequences, including suspension and/or expulsion.

B. Termination

After posting a notice at the School and on the School website for a period of five school days, the School's President is authorized to suspend this policy for a period of up to one hundred twenty (120) days upon notification that the federal government is investigating whether, or has determined, that this policy violates federal law or jeopardizes the School's receipt of federal funds. The President may also recommend repeal of this policy to the Board through School rulemaking process during this period.

IV. Getting Help

If you need help with ...	Contact ...
Interpreting this policy	Administrator of Allied Health Services
Completing a report	Administrator of Allied Health Services

V. Applicability and Authority

This policy on Medical Marijuana applies to all FSDB enrolled students.

The Administrator of Allied Health Services is the campus authority for this policy.

APPROVED:


11/06/2019

 Jeanne Glidden Prickett, EdD, President

 Date

AUTHORITY: *Florida Statutes – 1001.41, 1001.42, 1002.36(4)*

LAW(s) IMPLEMENTED: *Florida Statutes – 381.986 and 1006.062*

HISTORY:

NEW: 11/06/2019

MEDICAL MARIJUANA

I. Purpose

- A. The exclusive purpose of this policy is to address the mandate of section 1006.062(8), Florida Statutes, for the adoption of a policy and a procedure concerning a School student who is a qualified patient, as defined in section 381.986, Florida Statutes, to use marijuana obtained pursuant to that section. Nothing in this policy shall be interpreted to extend any privilege beyond that mandate established by section 1006.062(8), Florida Statutes, or to authorize any use in violation of federal law, including but not limited to Schedule I of the Controlled Substances Act, 21 U.S.C. § 801, et. seq.

II. Definitions – The definitions set forth in section 381.986(1), Florida Statutes, are hereby adopted and incorporated by reference into this policy unless otherwise provided below:

- A. “Caregiver” shall mean a Florida resident who agrees to assist a qualified student/patient with the use of medical marijuana. The caregiver must be a parent or legal guardian of any minor qualified student/patient. The caregiver must successfully complete a caregiver certification course and Level 2 background screening. The caregiver must possess a caregiver card and be registered in the Florida Department of Health medical marijuana registry as a caregiver designated for no more than one qualified student/patient.
- B. “Low-THC cannabis” shall have the meaning prescribed by section 381.986(1)(e), Florida Statutes, which means a plant of the genus Cannabis, the dried flowers of which contain 0.8 percent or less of tetrahydrocannabinol and more than 10 percent of cannabidiol weight for weight; the seeds thereof; the resin extracted from any part of such plant; or any compound, manufacture, salt, derivative, mixture, or preparation of such plant or its seeds or resin that is dispensed from a medical marijuana treatment center.
- C. “Marijuana” shall have the meaning prescribed by section 381.986(1)(f), Florida Statutes, which means all parts of any plant of the genus Cannabis, whether growing or not; the seeds thereof; the resin extracted from any part of the plant; and every compound, manufacture, salt, derivative, mixture, or preparation of the plant or its seeds or resin, including low-THC cannabis, which are dispensed from a medical marijuana treatment center for medical use by a qualified patient. For purposes of this policy, the terms “marijuana” and “medical marijuana” may be used interchangeably.
- D. “Qualified day student/patient” means a day student who meets the definition of a qualified patient in section 381.986(1)(1), Florida Statutes.
- E. “Qualified student/patient” means a student who meets the definition of a qualified patient in section 381.986(1)(l), Florida Statutes.
- F. “Student” means an individual enrolled in the School.

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Deleted: B

Deleted: C

Moved down [1]: “Student” means an individual enrolled in the School.

Deleted: D

Moved (insertion) [1]

Deleted: 9.20.19

III. Administering medical marijuana by caregiver

A. Marijuana may be administered by a caregiver to a qualified day student/patient on School property in a location specified by the School in accordance with this policy, but only if the marijuana is for a qualifying medical condition, and only to the extent authorized by section 381.986, Florida Statutes.

Deleted: not

Deleted: regardless of whether

B. Marijuana may not be administered to a qualified student/patient while aboard a school bus or at a School-sponsored event, regardless of whether the marijuana is for a qualifying medical condition to the extent authorized by section 381.986, Florida Statute.

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C. This policy conveys no right to any student or to the student's parents/guardians or other caregiver to demand access to any location on School property, a School bus or a School-sponsored event to administer marijuana, except as expressly authorized by subsection III.A.

D. No School employee or contractor may administer, store, hold or transport marijuana in any form, nor may it be stored in any School vehicle or on any School property, including School grounds and parking lots.

E. Anyone seeking to administer marijuana to a qualified student/patient off of School property, and a caregiver seeking to administer marijuana to a qualified day student/patient on School property, must first provide the following to the School:

1. proof of valid physician certification by a qualified physician;
2. proof that the student is a qualified student/patient;
3. proof of valid caregiver card from the State of Florida that demonstrates that the person is authorized to administer the marijuana to the qualified student/patient; and
4. any other information or documentation determined necessary by the President or designee to reasonably implement the terms of this policy.

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Deleted: which

The School shall have five (5) school days to verify this documentation.

F. The caregiver shall be responsible for providing the permissible form of marijuana to be administered to the qualified student and for administering any marijuana away from School. Administration of the marijuana shall not involve the participation, or supervision, by any School employee. No qualifying student/patient or the parent, guardian, or caregiver of such student shall have marijuana in their possession on any School property, except as authorized by this policy.

Deleted: parent/guardian/

I. Student possession, use, distribution, sale or being under the influence of marijuana inconsistent with, and not expressly authorized by, this policy is prohibited. A violation of this policy may subject the student to disciplinary consequences, including suspension and/or expulsion.

Deleted: 9.20.19

IV. Termination

- A. After posting a notice at the School and on the School website for a period of five school days, the School's President is authorized to suspend this policy for a period of up to one hundred twenty (120) days upon notification that the federal government is investigating whether, or has determined, that this policy violates federal law or jeopardizes the School's receipt of federal funds. The President may also recommend repeal of this policy to the Board through School rulemaking process during this period.

Legal Authority: Sections 1002.36(4), Florida Statutes

Law(s) Implemented: Sections 381.896 and 1006.062, Florida Statutes

History:

Adopted – _____, 20

Effective Date – _____, 20

Deleted: 9.20.19

This is in email exchange is a response to Sid Ansbacher's letter sent to Mr. Jason Borntreger on November 19, 2019

From: Borntreger, Jason <Jason.Borntreger@fldoe.org>
Sent: Wednesday, December 4, 2019 11:59 AM
To: Sid Ansbacher <sfansbacher@ubulaw.com>
Cc: Cindy Strickland <cindy@ubulaw.com>
Subject: RE: FSDB Medical Marijuana Policy 10.47

Sid,

Good to hear from you! I hope the holiday season is treating you well. Other than making sure school districts have access policies in place, I don't believe the Department is making specific policy recommendations at this time. Of course, I'll be sure to let you know if that changes. Thanks!

Jason

From: Cindy Strickland [<mailto:cindy@ubulaw.com>]
Sent: Wednesday, December 4, 2019 11:20 AM
To: Borntreger, Jason <Jason.Borntreger@fldoe.org>
Cc: Sid Ansbacher <sfansbacher@ubulaw.com>
Subject: FSDB Medical Marijuana Policy 10.47

Dear Mr. Borntreger:

Please see the attached correspondence from Sid Ansbacher regarding the above-referenced matter.

Thank you,

Cindy Strickland

Assistant to Frank D. Upchurch III,
Sidney F. Ansbacher & Allyson B. Currie
780 North Ponce de Leon Boulevard | St. Augustine, Florida 32084
Post Office Drawer 3007 | St. Augustine, Florida 32085-3007
Phone 904.829.9066 | Fax 904.825.4862
cindy@ubulaw.com | www.ubulaw.com

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This e-mail channel is not encrypted. Please do not send any unencrypted e-mail containing Personally Identifiable or Non-Public Personal Information such as social security numbers, credit card numbers, medical information etc. If you must send this type of information via e-mail, it is essential that you use a secure e-mail channel.

Notice of Proposed Rule

DEPARTMENT OF EDUCATION

Florida School for the Deaf and the Blind

RULE NO.: RULE TITLE:

6D-12.003 Campus Police Department

PURPOSE AND EFFECT: The purpose of this rule is to amend and to update the campus police policy manual, consistently with section 1002.36(8)(f), F.S., which establishes a policy manual, which includes without limitation, procedures for managing routine law enforcement situations and emergency law enforcement situations for the Florida School for the Deaf and the Blind.

SUMMARY: Establishes the authority for appointment, employment, and removal of campus police in accordance with the State Career Service System; and establish in writing a police policy manual.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:

The Agency has determined that this will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of \$200,000 in the aggregate within one year after the implementation of the rule. A SERC has not been prepared by the Agency.

Any person who wishes to provide information regarding a statement of estimated regulatory costs, or provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1002.36(4)(c) and 1002.36(8)(f), FS.

LAW IMPLEMENTED: 1002.36(4)(e)10. and 1002.36(8), FS.

IF REQUESTED WITHIN 21 DAYS OF THE DATE OF THIS NOTICE, A HEARING WILL BE SCHEDULED AND ANNOUNCED IN THE FAR.

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this workshop/meeting is asked to advise the agency at least 3 days before the workshop/meeting by contacting: Jerry Chandlee, Florida School for the Deaf and the Blind, 207 N. San Marco Avenue, St. Augustine, Florida 32084, Telephone (904)827-2315, Email: chandleer@fsdb.k12.fl.us. If you are hearing or speech impaired, please contact the agency using the Florida Relay Service, 1(800)955-8771 (TDD) or 1(800)955-8770 (Voice).

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: Jerry Chandlee, Florida School for the Deaf and the Blind, 207 N. San Marco Avenue, St. Augustine, Florida 32084, Telephone (904)827-2315, Email: chandleer@fsdb.k12.fl.us.

THE FULL TEXT OF THE PROPOSED RULE IS:

6D-12.003 Campus Police Department.

(1) through (5) No change.

(6) Manual. The Board of Trustees shall establish and enforce a police policy manual as mandated by section 1002.36(8)(f), F.S., which will be entitled the "Florida School for the Deaf and the Blind Campus Police Manual," which shall include procedures for managing routine law enforcement and emergency law enforcement situations. The current police policy manual, effective ~~August 21, 2015~~ [to be determined], is incorporated by reference herein, and is available at [<http://www.flrules.org/Gateway/reference.asp?No=Ref-06965> to be filled in], and includes the following forms: Statement of Acknowledgment FSDB Campus Police SOP Manual (SOP 1.01), effective ~~August 21, 2015~~ [to be determined], incorporated by reference, available on the internet at [<http://www.flrules.org/Gateway/reference.asp?No=Ref-07040> to be filled in]; Oath of Office (SOP 3.01), effective ~~August 21, 2015~~ [to be determined], incorporated by reference, available on the internet at [<http://www.flrules.org/Gateway/reference.asp?No=Ref-07041> to be filled in]; and Use of Force Incident Report (SOP 7.01), effective ~~August 21, 2015~~ [to be determined], incorporated by reference, available on the internet at [<http://www.flrules.org/Gateway/reference.asp?No=Ref-07042> to be filled in].

Rulemaking Authority 1002.36(8)(f) FS. Law Implemented 1002.36 FS. History—New 6-28-16;_____.

FSDB Campus Police Departmental Standards Directives Manual Preface

Pursuant to s. 1002.36(8)(f), F.S., this FSDB Campus Police Department Standards Directives Manual is used to guide the actions of employees handling routine and emergency operations on the FSDB campus. The FSDB Campus Police Departmental Standards Directives Manual follows but does not incorporate by reference the professional standards and recommended best practices outlined in the 2018 publication *Standards and Best Practices for School Resource Officer Programs* developed and maintained by the National Association of School Resource Officers, Inc. (NASRO).

Departmental Standards Directives do not address every possible situation and employees are expected to use good judgment at all times. The use of “shall” and “will” indicate a mandatory action/statement; whereas, the use of “should” and “may” indicates a preferred action/statement.

Each employee is responsible for reading and understanding the contents of the FSDB Campus Police Departmental Standards Directives Manual. Employees are responsible for meeting with their supervisors if they need clarification with any FSDB Campus Police Department Standards Directive.

All Departmental Standards Directives are written in the best interest of FSDB Campus Police and are at the discretion of the Chief as constrained by s. 1002.36, F.S., and rule 6D-12.003, F.A.C.

Administrative Standards

Definition

A Florida School for the Deaf and the Blind Campus Police Officer (LEO) is a full-time law enforcement officer with sworn law enforcement authority, trained in school-based policing and crisis response, assigned by the employing law enforcement agency to work with the school using community-oriented policing concepts.

Purpose

The purpose of a successful LEO program is to "bridge the gap" between law enforcement and youth. This purpose is best accomplished by using the TRIAD model: Law enforcement (LEO), Teacher (Guest Speaker), and Informal Counselor (Mentor). Each element of the TRIAD will be further explained throughout the document.

Knowledge and Support from Agency Administration

For the LEO program to be successful, the law enforcement agency head and the superintendent of the school district must understand and fully support the LEO program, including an understanding of the standards and best practices put forth in this document.

The LEO Selection Process

The process of selection, appointment, employment, and removal of an LEO, shall be governed by Chapter 112, F.S., and s. 1002.36(8), F.S.

School Climate

Several factors pertaining to school climate should be considered when considering the best LEO fit: student enrollment, school discipline history, cultural and minority representation, special education programs, and English as a Second Language programs.

Willingness in Developing Youth

Effective LEOs have a willingness to engage with youth. This can be demonstrated in the candidate's previous participation in youth or community policing programs.

Communication

Must have excellent verbal and written communication skills. Proficiency in American Sign Language shall be considered as well.

Probationary Period

The selected LEO should have a probationary period agreed upon by the operating law enforcement agency and the School to allow all parties to best determine if the selected officer is a proper fit for the School community.

Training Standards

The LEO should be specially trained in school-based policing, as the duties and responsibilities of an LEO are inherently different from those of other law enforcement specialties. At a minimum, the LEO shall attend annual training related to school safety topics. Such trainings enhance and maintain the relevancy of the LEO's skillset.

Basic LEO Course

The LEO should complete a foundational school-based policing course, such as the Basic LEO Course, within one (1) year of beginning the assignment.

The TRIAD Approach

LEOs must be trained to utilize TRIAD approach to school-based policing. This concept includes understanding and applying the principles of each TRIAD component: Law Enforcement (LEO), Teacher (Guest Speaker) and Informal Counselor (Mentor). The specifics of each component include but are not limited to:

To be an effective LEO in a school environment, the LEO should have a working knowledge of: Constitutional and state law, armed response, crime prevention and mitigation, interview and interrogation, investigations, crime prevention through environmental school design, patrol operations (high visibility), advocacy within the juvenile justice system and, mandatory reporting.

To be an effective teacher or guest speaker, the LEO should be capable of delivering law related education lessons on topics such as: crime prevention, social media, school safety, victimization, laws pertaining to students, safe traffic stops, driver safety, decision making and other topics requested by staff, and by parents.

To be an effective informal counselor or mentor, the LEO should be properly trained in: Mentoring, crime prevention, empowering youth, resiliency and overall wellness, adolescent brain development, social and emotional development, recognizing and supporting diversity, improving youth decision-making skills and, trauma-informed practices.

The Advanced LEO Training Course

An LEO shall successfully complete an advanced level school-based policing course approximately one (1) year after successful completion of the basic foundational course. This course will build on and further expand the LEO's foundational knowledge and skills.

Single Officer Rapid Deployment Training

The LEO shall successfully complete annual training for single officer rapid deployment. This training shall provide appropriate methods for the LEO to be able to respond to active assailants or threats in the School.

Collaboration Between Law Enforcement and the School Community

Definition

A successful LEO program must have a strong collaboration between the law enforcement agency and the school community. Although various elements of the job are defined by each party, it is important that these elements are clearly defined and communicated.

Defining Roles of the School Administrator and the LEO

It is recommended that each party establish the role of the school administrator and the LEO in this partnership to ensure that all district policies, department policies, local laws, state laws, and federal laws are followed. Effective partnerships can be supported through but are not limited to the following methods:

- Shared trainings to best understand school and law practices, policies and programs.
- Regular meetings to review existing and potential school-related issues.
- Teachers correctly following the school's chain of command and the LEO correctly following agency's chain of command.
- Established sharing of information on policies and procedures.
- Regular review of crime prevention through environmental design (CPTED) at the school.
- Crisis management planning and practice.
- Community education in school-related law concerns of parents.

**FSDB Campus Police
Department Standards Directives Manual
Statement of Acknowledgement**

I have read the Florida School for the Deaf & the Blind Campus Police Departmental Standards Directive Manual. I understand the directives, and I have had an opportunity to ask any questions I have about them with my supervisor.

EMPLOYEE SIGNATURE

EMPLOYEE PRINTED NAME

EMPLOYEE IDENTIFICATION NUMBER

DATE

**FSDB Campus Police
Oath of Office**

"I _____ do solemnly swear: I will support, protect and defend the Constitution and Government of the United States and of the State of Florida; I will observe and abide by all orders and regulations prescribed by my superiors, I will always conduct myself soberly, honorably and honestly; I will maintain punctual and constant attention to my duties; I will abstain from all offensive personality or conduct unbecoming a police officer; I will perform my duties fearlessly, impartially and with all due courtesy and I will well and faithfully perform the duties of a Law Enforcement Officer on which I am now about to enter. So help me God."

LAW ENFORCEMENT OFFICER

POLICE CHIEF

STATE OF FLORIDA

COUNTY OF _____

Before me personally appeared the said _____, who says that he/she executed the above instrument of his/her own free will and accord, with full knowledge of the purpose therefore.

Sworn and subscribed in my presence this _____ day of, _____, 20____.

My Commission expires: _____, 20____, _____

Notary Public

Personally Known _____ OR Produced Identification _____

Type of Identification Produced _____

FLORIDA SCHOOL FOR THE DEAF & THE BLIND CAMPUS POLICE

USE OF FORCE INCIDENT REPORT

INSTRUCTIONS

This form is to be completed by the immediate supervisor of a Law Enforcement Officer (LEO) that:

- Discharges a firearm while taking enforcement action; or
- Is involved in a use of force/struggle which results in subject injury/death; or
- Is alleged to have caused a subject's injury/death by a use of force; or
- Uses any of the following on a subject (regardless of injury):
 - Pain Compliance (e.g. pressure points)
 - Counter Moves (e.g. striking or kicking)
 - OC Aerosol, ASP Baton, Less-Lethal Munition (e.g. bean bag round), or Impact Weapon
 - Incapacitation Technique (i.e. subject rendered unconscious or stunned)
 - Deadly Force, With or Without a Firearm

Complete a separate form for each LEO using force and send a copy to the Chief.

LEO INFORMATION

Name _____ Case No. _____ State Identification No. _____
 Injured? Y* ☐ N ☐ Medical Treatment? Y* ☐ N ☐ Hospitalized? Y* ☐ Location _____ N ☐

*Provide Details in Narrative Section

SUBJECT INFORMATION

1. Name _____ Sex _____ Race/Ethnic _____ DOB _____ Height _____
 Weight _____ Address _____ Phone _____
 Injured? Y* ☐ N ☐ Medical Treatment? Y* ☐ N ☐ Refused ☐ Hospitalized? Y* ☐ Location _____ N ☐

2. Name _____ Sex _____ Race/Ethnic _____ DOB _____ Height _____
 Weight _____ Address _____ Phone _____
 Injured? Y* ☐ N ☐ Medical Treatment? Y* ☐ N ☐ Refused ☐ Hospitalized? Y* ☐ Location _____ N ☐

*Provide Details in Narrative Section.

OTHER LAW ENFORCEMENT PERSONNEL

1. Name _____ Agency _____
 Injured? Y* ☐ N ☐ Medical Treatment? Y* ☐ N ☐ Hospitalized? Y* ☐ Location _____ N ☐

2. Name _____ Agency _____
 Injured? Y* ☐ N ☐ Medical Treatment? Y* ☐ N ☐ Hospitalized? Y* ☐ Location _____ N ☐

3. Name _____ Agency _____
 Injured? Y* ☐ N ☐ Medical Treatment? Y* ☐ N ☐ Hospitalized? Y* ☐ Location _____ N ☐

*Provide Details in Narrative Section.

WITNESSES

1. Name _____ Address _____ Phone _____
 2. Name _____ Address _____ Phone _____
 3. Name _____ Address _____ Phone _____
 4. Name _____ Address _____ Phone _____

ADDITIONAL INFORMATION

Date/Time of Incident _____ Location _____
 Name of Supervisor Notified _____ Date/Time Supervisor Notified _____
 Photos Taken of Subject? Y ☐ N ☐ by _____ Date/Time Taken _____
 Photos Taken of Injured LEO(s)? Y ☐ N ☐ by _____ Date Time Taken _____



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Annual Performance Evaluation System President

Employee Name: Dr. Jeanne Glidden Prickett

Board Member Name:

The Public Employee Performance Evaluation System is a planning and evaluation process. The planning portion is intended to identify specific performance expectations that the employee is responsible for achieving during the rating period and the evaluation portion assesses the employee's performance in achieving expectation standards and goals. The expectations developed during planning are not intended to account for all assignments and work expectations, only those identified as critical or a higher priority.

Performance Rating: The following rating scale is to be used in evaluating the performance within each expectation included in the employee's performance plan:

- 5 – Employee performance far exceeds expectations.**
- 4 – Employee performance often exceeds expectations.**
- 3 – Employee performance consistently achieves expectations.**
- 2 – Employee performance sometimes meets expectations but needs improvement.**
- 1 – Employee performance is consistently below expectations.**

Annual Performance Evaluation System

Adding the score from each performance expectation and dividing the sum by the number of expectations assessed will provide the employee's annual performance rating.

Calculate as follows: Total of all scores _____ divided by number of expectations scored _____ = _____ (Annual Performance Rating)

EMPLOYEE'S ANNUAL PERFORMANCE RATING BY THE BOARD MEMBER: _____

Employee's Signature: _____ **Date:** _____

Board Member's Signature: _____ **Date:** _____

Performance Expectation #1 - Agency Values

The President demonstrates, models and reinforces the Agency's fundamental values of fairness, cooperation, respect, commitment, excellence, honesty, and teamwork. The President demonstrates these values in their interactions with the Board of Trustees, supervisors, staff, students, parents, and other departments; in their personal contributions to work assignments and projects; and when representing the Agency or the State.

5-Far exceeds expectations 4-Often exceeds expectations 3-Consistently achieves expectations 2-Sometimes meets expectations but needs improvement 1-Consistently below expectations	1	2	3	4	5
	—	—	—	—	—

Comments

NOTE: Comments must be provided. An attachment may be included if additional space is required.

Performance Expectation #2 - Communication

The President keeps the Board of Trustees informed on issues, needs, and operations of the Florida School for the Deaf and the Blind. The President demonstrates good listening skills and communicates effectively with the Board about school-related issues.

5-Far exceeds expectations 4-Often exceeds expectations 3-Consistently achieves expectations 2-Sometimes meets expectations but needs improvement 1-Consistently below expectations	1	2	3	4	5
	—	—	—	—	—

Comments

NOTE: Comments must be provided. An attachment may be included if additional space is required.

Performance Expectation #3 - Interpersonal Relations

The President accepts responsibility for serving as a liaison between the Board of Trustees and FSDB Personnel. The President maintains a professional working relationship with the Board and reacts positively to appropriate constructive criticism. The President networks, builds relationships, and negotiates effectively.

5-Far exceeds expectations 4-Often exceeds expectations 3-Consistently achieves expectations 2-Sometimes meets expectations but needs improvement 1-Consistently below expectations	1	2	3	4	5
	—	—	—	—	—

Comments

NOTE: Comments must be provided. An attachment may be included if additional space is required.

Performance Expectation #4 - Policy and Procedure Compliance

The President complies with all internal policies and procedures and with all laws and regulations. The President supports Board Policy and Board decisions to the public and staff; interprets and executes the intent of Board Policy. The President exhibits financial responsibilities in preparation of a budget plan, processing and approving financial transactions, and continuous financial review.

5-Far exceeds expectations
4-Often exceeds expectations
3-Consistently achieves expectations
2-Sometimes meets expectations but needs improvement
1-Consistently below expectations

1	2	3	4	5
=	=	=	=	=

Comments

NOTE: Comments must be provided. An attachment may be included if additional space is required.

Performance Expectation #5 - Job Knowledge

The President understands his/her role in administration of Board Policy; makes recommendations and accepts responsibility for those recommendations. (Position Description enclosed)

5-Far exceeds expectations
4-Often exceeds expectations
3-Consistently achieves expectations
2-Sometimes meets expectations but needs improvement
1-Consistently below expectations

1	2	3	4	5
=	=	=	=	=

Comments

NOTE: Comments must be provided. An attachment may be included if additional space is required.

Performance Expectation #6 - Problem Solving

The President anticipates and prevents problems; defines problems; generates alternative solutions; and overcomes obstacles. The President is proactive in planning for budgetary constraints, and advocates appropriately for funding.

5-Far exceeds expectations
4-Often exceeds expectations
3-Consistently achieves expectations
2-Sometimes meets expectations but needs improvement
1-Consistently below expectations

1	2	3	4	5
=	=	=	=	=

Comments

NOTE: Comments must be provided. An attachment may be included if additional space is required.

Performance Expectation #7 - Quality

The President monitors quality levels and demonstrates progress toward the President's Performance Objectives/Strategic Plan in support of continuous improvement. The President understands and promotes the Florida School for the Deaf and the Blind mission and values; keeps current with new developments. (President's Performance Objectives/Strategic Plan)

5-Far exceeds expectations 4-Often exceeds expectations 3-Consistently achieves expectations 2-Sometimes meets expectations but needs improvement 1-Consistently below expectations		1	2	3	4	5
		==	==	==	==	==
Comments	NOTE: Comments <u>must</u> be provided. An attachment may be included if additional space is required.					

ADDITIONAL COMMENTS (OPTIONAL):

State of Florida/Florida School for the Deaf and the Blind Position Description

48008001 Name: **Dr. Jeanne Prickett** Class Title: **President - FSDB** Class Code: **9510** Board of Trustees

* This position does have financial disclosure responsibility in accordance with 112.3145, F.S.

Purpose: The President is the Chief Administrative Officer serving as secretary to the Board of Trustees, and is responsible for the organization, operation and management of the School and its programs. This position also serves as the educational leader of the Florida School for the Deaf and the Blind, under the direction of the Board. Responsible for developing and implementing policies and procedures to achieve the school's mission of providing quality educational programs, boarding programs, and services for students of the deaf/hard of hearing, blind/visually impaired, and multi-handicapped students of the Florida School for the Deaf and the Blind. Works with the executive and legislative branches of government of the State of Florida to identify needs and provide resources to the school.

40% - Directs the operation of the school through the various program administrators and supervisors in order to provide a quality and efficient use of fiscal and human resources.

15% - President serves as the final authority on issues that require determination on budget, personnel, and programs.

10% - Interprets and carries out the policies and directives established by the FSDB Board of Trustees.

10% - Develops and recommends administrative organizations that provide efficient and effective service delivery system to the students and families served by the school.

10% - Recommends budgets and policy adoption to the Board of Trustees and communicates with the Board regarding policy issues.

5% - Directs the development of a master plan to maintain and enhance the physical facilities and grounds of the school in order to provide the optimum facilities and grounds to meet the needs of the students served by the school.

5% - Provides direction to designated staff toward funding opportunities outside the general revenue areas and assist in the development of strategies for private funds and grants for specialized projects. Maintain liaison with the Department of Education, School Districts, the Legislature and other appropriate agencies to enhance the operations and services of the school.

5% - Other duties and responsibilities, as assigned.

KSAs:

Knowledge of organizational structures, budgets, human resource management, educational laws and rules, facilities management, student discipline, parent rights and responsibilities, boarding programming, educational programming, finance and development, and political structures; Ability to coordinate a diverse staff, organize a system to serve a diverse population; Ability to initiate a personnel evaluation system at all levels; Ability to manage a large organization in an efficient manner; Ability to make decisions affecting the overall school program; Knowledge or willingness to become familiar with laws, rules, and regulations governing education in the State of Florida; Ability to plan, organize, coordinate, and assist in the daily operations of the school; Demonstrate the ability for good leadership and human relations skills; Ability and willingness to effectively interact with parents and students of FSDB; Ability and willingness to effectively interact with State and Federal agencies, schools and organizations; Demonstrated ability to lead a complex organization; Ability to complete training and administer skills acquired during CPR; Ability to attain sign language proficiency level in accordance with FSDB O.P.P.1.24.

Current Certification in Hearing Impaired/Deaf Education or Visually Impaired/Blind Education is preferred, but not required.

Working Hours: At least 40 hours per week; Expected to be on call at all times.

I acknowledge that this PD accurately describes the duties and responsibilities of the position.

Dr. Jeanne Glidden Prickett - Signature/Date

Christopher D. Wagner - Signature/Date

Carrie Arnold - Signature/Date



	Total	Aug 19	Sept 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	Mar 20	Apr 20	May 20
ACU Visits (*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts." Physicals, "Vision Screenings", and "Miscellaneous.")	867	378	489	723							
TCU Visits (*Total includes all students that were admitted to the TCU.)	66	26	40	74							
Eye Clinic- Specialty	3	0	3	14							
PDC Clinic- Specialty	25	16	9	11							
Off Campus (*ER visits, Ophthalmology, Home)	6	3	3	4							
	967	423	544	826	0	0	0	0	0	0	0

Physicians/ Specialists	Total	Aug 19	Sept 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	Mar 20	Apr 20	May 20
Physician Assistant	167	69	98	137							
Medical Director/ Pediatrician	25	16	9	11							
Ophthalmologist	3	0	3	14							
	195	85	110	162	0	0	0	0	0	0	0

Dental Clinic Procedures Dental Report	Total	Aug 19	Sept 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	Mar 20	Apr 20	May 20
Hygiene	9	0	9	16							
X-ray	2	0	2	4							
Emergency	3	0	3	5							
Other	0	0	0	0							
Operative	5	0	5	6							
Surgical	0	0	0	0							
Preventative	0	0	0	1							
Screening	3	0	3	14							
Exam	4	0	4	3							
	26	0	26	49	0	0	0	0	0	0	0

Dental Staff	Total	Aug 19	Sept 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	Mar 20	Apr 20	May 20
UF Dentistry	13	0	13	24							
Hygienist	13	0	13	25							
	26	0	26	49	0	0	0	0	0	0	0

Speech & Audiology

- Student services are in full swing in Deaf Elementary! The students have been working hard on their speech and language IEP goals and benchmarks. Sharon Griffiths' students have been working on their expressive language skills by telling her something that they are learning in class or an experience that they had at home, and this has been a good starting point to work on vocabulary and communication skills.
- DHS Speech-Language Pathologists have been making and adapting materials for their diverse population of students. Language-rich context clue cards at the paragraph level have been used to address a wide variety of skills such as predicting, inferencing, figurative language, defining target vocabulary, summarizing, and connecting text to self. They have also been working with students to improve written grammar skills. SLPs have been going through the writing process with students and guiding them during the revision and editing process. Students are working together to write an essay about the topic of their choice. Together, they are brainstorming topics, using graphic organizers as visual supports to plan their essay, and collaborating throughout the writing and editing process. Students have also been using a systematic approximation to maximize sound production and increase speech intelligibility. Functional situation cards support the development of both systematic approximation and listening/speechreading. These functional sentences provide real-world examples and aid students in using context to predict what is being said.
- In the Blind Middle School, Mary Hanson (SLP) has been working with her students to create a clay globe to supplement the information they are learning about hemispheres and continents! The students are learning vocabulary words related to the Earth, water, land, continents, ocean, sea, lake, river, and the seven continents by name. When the clay dries, they will have the hemispheres fired in a kiln and then paint/glaze the water and land for the finished project.
- In the Blind Elementary School, Ms. Hanson's students have started their second book for the school library. They are reading a book with twice as many pages as the first book. Each student has risen to the challenge and take turns reading the pages when they practice. They have created a tactile picture of a pretzel as this book is about the history of the pretzel. The title of the new book is "Walter the Baker."
- In the DHS speech-language program, some students are working on identifying salient features and developing a listener perspective. How can you effectively communicate the image that you have in your mind? Additionally, some of the higher-level students are working on question analysis. Is that question asking about a place? A person? A concept?
- We recently created some new "verb" cards, making it easier to pair actions with subjects and/or objects. Using printed words and photos is easier to expand phrases and sentences grammatically
- Often, DHS speech-language students generalize articulation (speech) skills during language activities. Language games and challenges can be an enjoyable way to use speech meaningfully. Students enjoy friendly competition and learn to use their speech skills in the presence of language tasks.
- In the BES, Mary Hanson (SLP) and her students will present their second book this year to the Blind Library on December 5th at 1:30. The students used a body puppet of a chef to illustrate the book, "Walter the Baker." The students have also learned about a variety of puppet styles: dolls with 3 to 4 characters, wooden puppets, and body puppets. In the kit

presented to the library, there is a braille book with tactile pictures, a print book, an audiotope of the students reading the book, and the chef body puppet. This is a fun activity to use to assist in developing speech and language skills.

- In the BHS, Mary Hanson (SLP) assisted students in creating a town out of a variety of shapes. They made roads, sidewalks, a church, a grocery store, Wendy's drive-through, and houses. There was even a raised highway with an off-ramp. Some of the BMS students were able to work on their language skills by asking questions about the town.
- In the DES, Sharon Griffiths' students begin each therapy session by acknowledging that "Hard Work Helps Everyone." After each session, students can pick a pom-pom and add it to the "party" jar if they do the following: pay attention, have a positive attitude, and participate and work. They finally filled the jar and celebrated with popcorn and hot chocolate party!
- Four staff from Speech & Audiology will be attending the American Speech-Language-Hearing conference in Orlando, November 20-23. The conference is a tremendous opportunity for staff to attend courses, seminars, poster sessions, and exhibits related to the profession!

Psychology

- Lucy Mitchell, Clinical Social Worker in the Blind Department-Evenings, participated in the blind elementary night at Chik-Fil-A (11/13/19), Campus Christmas event will be on 12/12/19, McKinney Vento shopping trip will be in December. She is continuing to learn Braille. She took a senior student to a college informational session presented at Bolles High School last month. Attended apartment programs PBIS BBQ. Provided training for YMHFA and attended CSTAG training.
- Please Welcome Jane Echterling, Ph.D., the new Executive Director of Mental Health. Dr. Echterling will be responsible for the coordination of the restructured Mental Health Department, which now includes: Psychologist, Social Workers, Mental Health Counselors, & Behavior Specialists. She has extensive experience in school counseling, private practice, crisis intervention, and family & adolescent counseling.

Stan Gustetic
Administrator Allied Health Services



Apartment Program

- The Apartment Program has been steadily busy teaching students Independent Living Skills. Students have been shopping biweekly to pick up groceries to prepare their desired meals. We currently have some students struggling with meeting the demands of their daily schedule. We have been working with these students to help them manage their time. Several students are busy with work, athletic responsibilities, and meeting academic requirements. A suggestion to help with meal preparation is to utilize a crockpot. Staff worked with some students individually to help fill out an application for various job opportunities on-campus jobs. Several students were contacted for interviews and are excited to have the opportunity to earn money.
- We recently had a lockdown drill for practice. Staff and students completed the lockdown process in a timely manner. Reports from staff noted that the process went smoothly, and they worked together to report student accountability. Students responded appropriately and helped each other get to the appropriate place.
- Our PBIS Kickoff Cookout on Oct 21st was a great success. Students cooked and helped set up and showed respectful behavior. We had a variety of foods that students could choose. Several students commented that the food was delicious. At the end of the cookout, we awarded students for displaying CR2 behavior throughout the event. A total of six students, three boys, and three girls earned gift cards. Students were chosen based on positive behaviors that were noticed throughout the night. The interesting part is that the staff noticed that the same students displaying CR2, making our selection process easy. When the cookout was over, students continued to help with cleanup and assisting others back to their original location.
- We have our annual Thanksgiving dinner scheduled for Wednesday, November 20th. A signup sheet was posted for each apartment to bring a dish. The list quickly filled up. Staff members commented that several students had previously discussed what they wanted to make and or they had immediate responses when asked. Students are eager to cook, and several apartments volunteered to make more than one dish. The signup list quickly filled up and required additional space for others to add what they wanted to bring.
- We are looking forward to tasting the great food our students have learned how to prepare so far this year.
- When students return from Thanksgiving break, we will begin to prepare for our holiday event. Santa, Mrs. Claus, and the elves are excitedly awaiting the event. Santa, with the help of Mrs. Claus, has his list made, and he's checking it twice.

Blind Department

Kramer Hall

- Fall has arrived for the Kramer students. We are enjoying the cooler evenings, taking walks, and staying active outside.
- This month the students enjoyed a Fall Decorating Contest, Pizza Party with music & dancing, and movie nights with popcorn.

- We are excited about the coming holiday season and will be planning more learning experiences that also will be fun.
- The Kramer students are busy every day with all of their activities. They have enjoyed playing board games, singing silly songs, and going to the pool.
- Students have been learning about courtesy and respect in some of their curriculum classes. They had the chance to practice their skills with a trip to Chick-Fil-A earlier this month.
- Everyone continues to be excited about the coming holiday. All of the students are putting in a lot of hard work to get ready for the Holiday Celebration. They are practicing all the songs they will be performing for the entire school.

Cary White

- The students have been working on their parent goals for their IRP's. The staff is creating group activities, so all learn more than they would if taught individually. The students could learn as much as three goals per session.
- The students have been very well behaved since the beginning of the school year. We are rewarding them with a pizza party for their behavior. They are very excited!
- The boys' pods spent some of their curriculum time this month learning about social etiquette and manners. They then had the opportunity to practice what they've learned by taking a trip together to go to dinner and watch a movie. All of them did very well.
- The girls' pods have taken a different turn in their curriculum classes. Some of the students have been taking the lead and teaching the classes to their peers. They have enjoyed the extra responsibility and the chance to learn from each other.

Koger Hall

- Victoria T. excitedly told me she wanted to do the September Taking The Lead project. When I asked what it was she wanted to do, she said she wanted to buy snacks for the students who do not usually bring them in themselves! I was thrilled to help her with this, but, also there was a student whose parent's goal for her is that she learn to buy wisely, i.e., comparing prices. Therefore, the two of them together could pick out the best value packs of snacks for the \$25.00! They walked and talked together in the aisles and chose a variety of yummy treats. When we returned to the dorm, Victoria asked all the students to join her in the living room and explained it to them. She does not usually talk in front of a group, so this was another significant accomplishment for her. Victoria felt good about all she had done!
- Junior, Maya G., was selected for PBIS Student of the quarter. Maya is always the first person to jump in to help anyone out. She sees things that need to be done and doesn't hesitate to take the lead to get it done. All the girls in the dorm enjoy hanging out with her. This year we added another piece to the Student of the Quarter the girls get to throw the PBIS tickets that they earned that quarter into a drawing where the reward will change every quarter.
- The juniors in Koger Hall have been stretching their skills in the kitchen. One student, in particular, has enjoyed her first-ever chance to learn some cooking skills. She is slowly learning different tasks and is proud to know she made something that her peers are enjoying. This has been a great self-esteem builder and is helping motivate her to improve her skills outside of the kitchen as well.

MacWilliams Hall

- We recently held our PBIS (Positive Behavior Intervention and Support) Kick-off event for the Dorm. We teamed up with the young ladies of Koger Hall and had S'mores around the "campfire" (a.k.a. Bar-B-Que Grills). The staff helped students with toasting their marshmallows and building their S'more creations. Students identified the core principles of the FSDB PBIS program. Yes, it was a gooey mess, and yes, the students enjoyed themselves very much. Believe it or not, we had some students that had never had a S'more before.
- The Juniors are enjoying the cooking part of the Apartment program and have been preparing some pretty creative meals. Tonight, I got to sample their chicken and noodles in a garlic butter sauce with green beans and blueberry cornbread, and it was delicious.
- We are currently planning several large Community service projects including;
 - Pet food drive to benefit local shelters and rescue centers
 - Firefighter / Fire Station appreciation
 - Canned food drive for food pantries to help families in need during the holidays.
- The Juniors promoted to the "Mid step" of their level system in Mid-September. Just recently, most Freshmen and Sophomores promoted in their Dorm Behavioral Level System. Now, as the quarter comes to a close, the Juniors are awaiting their report cards to see if their grades qualify them for the final tier of "Honor Level" in the apartment program. The Sophomores have one final tier left and should reach that within the next couple of weeks.
- MacWilliams young men brightened Halloween for their fellow students, we created "goody bags" of Halloween treats and distributed them to the Blind Elementary, Blind Middle School, and Blind High School students and staff.
- Students received their report cards, and many of the Juniors were excited to find that their hard work in studying and doing well in school has paid off and earned them a promotion to the "Honor Level" of the Apartment Program. With that, they earn a little more independence and the privilege of regulating their study habits.
- For our December community service project, we are planning a visit with St. Augustine Fire Department to show our appreciation. Thankfully we haven't had a "visit" from them this year, and we'll do our best to keep it that way. But the students did enjoy visiting with them last year, and by all indications from On Duty Team "Charlie" of Firehouse 1, they enjoyed it as well.

Deaf Department Elementary and Middle School

Vaill Hall

- The kids have been playing board games, card games, computer games, and getting together to enjoy movies and snacks. It's nice to hear their laughter, especially when they are playing ping pong.
- October has been busy with different activities, like making Halloween decorations, planning parties, and our "trick or treat" event at Flagler College. We have had several birthdays in the last two months celebrating with cupcakes, ice cream, and pizza.
- The staff and students love going to volleyball and football games to watch and support our FSDB teams.

- We witnessed a PBS moment the other night at swimming. One of our first-grade girls helped a day student (he joined our evening recreation) overcome his fear of the water. She held his hand the whole time, and they both had big smiles on their faces.
- We have started our community service in Vaill Hall. We will be delivering homemade treats to each department to show our appreciation for their service. Our first delivery was to the food-service staff. With help from staff and the students made homemade "Butterfingers."
- Vaill Hall would like to give a big shout out to Jav'ion G. for showing PBiS behavior to one of our new little boys that just joined the boarding program. Jav'ion took him under his wing, showed him the ropes, and made him feel at home. Jav'ion did this on his own. This month he was awarded a \$10.00 D&B Designs gift certificate for demonstrating PBiS.

Gregg Hall

- Overall, the students have done an excellent job demonstrating CR2. They have demonstrated cooperation by sharing the common areas and cleaning up after themselves. They have demonstrated respect by valuing one another's personal space and personal belongings. They have demonstrated responsibility by arriving at the dorm every day after school and diligently focusing on their homework and reading during Study Hour.
- We have had several students join the dorm this month. The students have welcomed the new students and helped them adjust to dorm life.
- We reviewed our emergency preparedness plans. Students walked through the various drills so they would know what is expected of them and what to do during an emergency. Staff explained that we practice emergency preparedness because we want to be prepared in the event an emergency occurs, and we want everyone to be safe.
- Personal hygiene, personal organization, and self-esteem are just a few of the areas that staff taught and reviewed with students this month. Staff is continuing to work with the students in these areas.
- Students have been earning Dragon Dollars in the dorm and are eager to spend their money weekly on snacks, hygiene items, and more.
- We have had a few students join the dorm this month. The students have welcomed the new students and helped them adjust to dorm life.
- On Sunday, October 27, 2019, a new FSDB employee, Ms. Anahita Karimi-Shakibaei, began working in Gregg Hall.
- On Tuesday, October 29, 2019, many of the students and staff went to Chick-Fil-A to support the DMS Spirit Night.
- On Thursday, October 31, 2019, staff brought in sweet treats for everyone in the dorm. We also had a birthday party in the dorm for one of the students. The parents of the student brought cupcakes and treat for the students in the dorm. It was an enjoyable time for all!

McLane Hall

- Staff set up a pretend store in the dorm to teach students the importance of knowing how to manage money and follow a shopping list. At the end of the lesson, students were taught how to cook hotdogs and took turns serving each other ice cream and cooking for each other. The boys were polite and followed CR2 behavior.

- Staff started a philosophy of empowerment in one of the groups. Students were taught about the idea of self-empowerment and what that means to them. The boys have done a fantastic job of putting this to the test by being more conscientious of the cause and effect of their actions and understanding their responsibility to promote more positive interactions for themselves and others. McLane Hall started the cleanest room reward for each pod on the nights before homegoing. The winner of the cleanest room earns a Dragon Dollar and a snack. The students have stepped up. Every week there are new winners, and all the boys have shown more responsibility with their cleaning.
- In McLane Hall, we announced the “Student of the Quarter” for each grade. Students who won were awarded a certificate, gift cards, and special privileges. The students selected as “Student of the Quarter” have shown tremendous Respect, Responsibility, and Cooperation during the first quarter.
- Staff met with the students about positive and negative interactions. Students were encouraged to cooperate in a discussion about the importance of Respect, Responsibility, and Cooperation. After the discussion, the students were treated to a healthy snack.
- McLane Hall and Rhyne Hall students had a kick-off party for their mentorship program. Ten McLane Hall boys met with their Honor Dorm mentors for the first time, and they enjoyed a pizza party. The mentors will help the McLane Hall boys throughout the school year and guide them with CR2 behavior.
- The students went on a trip to Chick-Fil-A to support the FSDB Spirit Night. The boys showed CR2 behavior at the event and practiced ordering food in a public setting.
- The McLane Hall students have been earning Dragon Dollars based on their positive behaviors in the dorm. They have been using their Dragon Dollars to make purchases in the dorm store. Some students offered to help staff by acting as a clerk on dorm store days.

Deaf Department

High School

James Hall

- Curriculum: This school year has taken off to a fantastic start. We have been working towards getting our parents more involved in the independent living skills objectives we are teaching each student. This new way allows us to implement and plan activities focusing on enhancing each student’s individual needs. Each parent is asked to give two skill areas for their students to work on mastering throughout the school year. This has helped build a more solid foundation for communication between the dormitories and parent relationships.
- Along with these objectives, we are also focusing on making sure our students are well versed and knowledgeable when it comes to emergency preparedness. We have conducted several lockdown drills, weather preparedness, and evacuations. The students and staff have all done a stellar job with implementing and carrying out the designated task assigned to them.
- Community Service: James Hall community service this month included cleaning our designated Adopt- A -Highway location of San Marco Avenue, as well as the adjacent roads. The students picked up litter around this area and near the waterways of Vilano Beach Bridge. Lastly, the students conducted a trash pick-up on campus to continue to beautify our campus. The students have shown lots of love and dedication to their community this month.
- Events: Here in James Hall, we have had a super busy month. Our Volleyball girls won their

Mason Dixon Championship. We also have launched our Positive Behavior Intervention Support activities within the dormitory, and the students enjoyed the gift cards they earned to various places, such as Dunkin Donuts, McDonald's, and Subway. The students have shown so much gratitude for the awesome incentives that they are given. We strive to ensure that our students always remember to show the "Big Three": Cooperation, Respect, and Responsibility. We are dedicated to creating great leaders and encourage our students to stay focus and devoted, so they can always succeed and excel in all they do.

- For the curriculum, we are focusing on identifying and demonstrating proper ironing procedures. This will teach the girls what settings to use when ironing their clothes. It also teaches them to take pride in their appearance. Another curriculum goal we are working on is choosing the appropriate clothing to be worn for different occasions. This will help the young ladies know what is suitable attire.
- Our community service for October focused on first responders. The girls made thank you cards and posters for our Campus Police and Pam in the guardhouse. The girls also made cards for the nurses in the Health Care Center. We value our first responders and want to show our appreciation.
- James Hall hosted the cheerleaders from FSDB and Louisiana School for the Deaf for FSDB Homecoming. The girls decorated the dorm to welcome the other team. This month we have had interns from UNF and Flagler College. The interns taught the girls how to make cookies and cakes from scratch. The staff has started distributing Positive Behavior tickets to the girls, so they can use the tickets in our dorm PBIS store to purchase things like snacks and personal hygiene products.

Rhyne Hall

- During October, we planned a start-off party for the Big Brother mentorship program with Katherine Youngren and her students from McLane Hall dorm. Ten high school students will pair with ten middle school students as their big brother roles. We will have a kick-off party to start this program off. We had a lockdown drill practice, and during this drill, students hid in the designated area with staff. They turned their phones off and tried to keep quiet until they have been cleared. They did an excellent job!
- For community service, the Rhyne Hall students went to Nease High School for an ASL Social event. They enjoyed meeting and chatting with other high school students. They mentored and helped them to understand about ASL and Deaf Culture. We also had a silent dinner at Moore Hall with two interns from UNF (University of North Florida). Students learned about sign languages from other countries.
- For the curriculum, students went to Winn Dixie to buy groceries. They worked as an outstanding team! Also, they got other groceries for making sandwiches for the homeless shelter, which is for part of curriculum/Community service.
- For PBIS, we had our usual dormitory meeting about the rules. We selected three students from the dorm, who showed PBIS. The winners received a \$5.00 gift card. Shawn C. was rewarded for being kind and patient with a fellow student, Willie N. was rewarded for being respectful, and Tristen J. was rewarded for being understanding and humble.
- During October, the students participated in two events: Homecoming and Night of Glow. For the first event, the students were excited about Homecoming. Some of the students found places to stay for the weekend so they could come to the game and support FSDB. When the

students returned to the dorm (Sunday), they shared stories about the wonderful time they had at Homecoming and the Homecoming events. For the second event, 19 students from Rhyne Hall participated in the Night of Glow dance. A few students were dressed in Halloween costumes for the event. They enjoyed dancing and eating under the black light.

- For curriculum in November, staff showed students how to cook food with proper kitchen equipment and utensils. The students also carved pumpkins and baked pumpkin seeds.
- At the end of the football season, many students were looking forward to basketball and wrestling tryouts. Many Rhyne Hall students applied for jobs. They asked the staff and the interns for advice and helped with their applications and resumes.
- Communities Service: McLane Hall and Rhyne Hall set up a kick-off party for middle school and high school students. This was to introduce them to their role in our mentorship (big brothers) program. We provided pizza and drinks for the students as they got to know their partner for the program. Staff also had the students pick up trash near the Saint Johns County Library for community service. After they completed community service, we walked to Dunkin' Donuts so the students could buy drinks and snacks.

Recreation

The Boarding Program Students Elementary to Apartment Program participated in the following recreation activities per (**Competency #8: Utilizing Recreational Facilities and Engaging in Leisure**) of the **Life Centered Career Education (LCCE)** curriculum.

Elementary Activities:

8.36.2- Identify and demonstrate knowledge of rules of group activities.

Blind Elementary (K-5)-

- **09/16/19:** *Swimming* at the Pool.
- **09/17/19:** *Bowling and Games* at the Canteen.
- **09/18/19:** *4 Corners* at Cary White Pod.
- **09/19/19:** *Scattergories* at Cary White Pod.
- **09/23/19:** *Swimming* at the Pool.
- **09/24/19:** *Bowling and Games* at the Canteen.
- **09/25/19:** *Outside Play* at Kramer Playground.
- **09/26/19:** *Games* at Settles Small Gym.
- **09/30/19:** *Swimming* at the Pool.
- **10/01/19:** *Bowling and Games* at the Canteen.
- **10/02/19:** *Outside Play* at Kramer Playground.
- **10/03/19:** *Campus Walk* at Florida School for the Deaf and Blind.
- **10/07/19:** *Swimming* at the Pool.
- **10/08/19:** *Bowling and Games* at the Canteen.
- **10/09/19:** *Scattergories* at Cary White Pod.
- **10/14/19:** *Swimming* at the Pool.
- **10/15/19:** *Bowling and Games* at the Canteen.
- **10/16/19:** *Make a Snack* at the Canteen.
- **10/17/19:** *Make a Trick or Treat Bag* at Knowles Hall.

Deaf Elementary 1 (K-3)-

- **09/16/19:** *Bowling at the Canteen.*
- **09/17/19:** *Swimming at the Pool.*
- **09/18/19:** *Games at Knowles Hall Gym.*
- **09/19/19:** *Outside Play at Gore Field.*
- **09/23/19:** *Arts & Crafts at the Canteen.*
- **09/24/19:** *Swimming at the Pool.*
- **09/25/19:** *Freeze Dance at the Kirk Auditorium.*
- **09/26/19:** *Games at Settles Small Gym.*
- **09/30/19:** *Sidewalk Chalk Coloring Outside Cary White.*
- **10/01/19:** *Bowling and Games at the Canteen.*
- **10/02/19:** *Swimming at the Pool.*
- **10/03/19:** *Outside Play at Kramer Playground.*
- **10/07/19:** *Campus Walk and Name that Building around campus.*
- **10/08/19:** *Roller Racers at the Tennis Courts.*
- **10/09/19:** *Swimming at the Pool.*
- **10/14/19:** *Make a Snack at the Canteen.*
- **10/15/19:** *Bowling and Games at the Canteen.*
- **10/16/19:** *Swimming at the Pool.*
- **10/17/19:** *Make a Trick or Treat Bag at Knowles Hall.*

Deaf Elementary 2 (4-5)-

- **09/16/19:** *Volleyball at Knowles Hall.*
- **09/17/19:** *Swimming at the Pool.*
- **09/18/19:** *Volleyball at Knowles Hall Gym.*
- **09/19/19:** *Outside Play at Gore Field.*
- **09/23/19:** *Volleyball at Knowles Hall Gym.*
- **09/24/19:** *Swimming at the Pool.*
- **09/25/19:** *Volleyball at Knowles Hall Gym.*
- **09/26/19:** *Bowling at the Canteen.*
- **09/30/19:** *Volleyball at Knowles Hall Gym.*
- **10/01/19:** *Table Games at the Treehouse.*
- **10/02/19:** *Swimming at the Pool.*
- **10/03/19:** *Volleyball at Knowles Hall Gym.*
- **10/07/19:** *Make a Snack in the Treehouse.*
- **10/08/19:** *Wii Dance and Table Games in the Canteen.*
- **10/09/19:** *Swimming at the Pool.*
- **10/14/19:** *Wiffle Ball at Knowles Hall Gym.*
- **10/14/19:** *Kickball at Knowles Hall Gym.*
- **10/16/19:** *Swimming at the Pool.*
- **10/17/19:** *Make a Trick or Treat Bag at Knowles Hall.*

8.35.1- *List differences between leisure that involves non-paid work activity and relaxation. (K-5)-*

- **10/21/19:** *Delta Gamma Activity* at Copeland Gym Lobby.
- **10/22/19:** *Bowling and Games* at the Canteen.
- **10/23/19:** *Outside Play* at Kramer Playground.
- **10/24/19:** *Trick or Treating* at Flagler College.
- **10/28/19:** *Swimming* at the Pool.
- **10/29/19:** *Bowling and Games* at the Canteen.
- **10/30/19:** *Coloring* at Cary White Dorm Pod.
- **10/31/19:** *Scary Movie* at Cary White Dorm Pod.
- **11/04/19:** *Swimming* at the Pool.
- **11/05/19:** *Bowling and Games* at the Canteen.
- **11/06/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **11/07/19:** *Outside Movie* at Gore Field.
- **11/11/19:** *Swimming* at the Pool.
- **11/12/19:** *Bowling and Games* at the Canteen.
- **11/13/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **11/14/19:** *Bingo* at Knowles Hall Gym.

Deaf Elementary 1 (K-3)-

- **10/21/19:** *Delta Gamma Activity* at Copeland Gym Lobby.
- **10/22/19:** *Self Portrait Sidewalk Chalk* at Gore Sidewalk.
- **10/23/19:** *Swimming* at the Pool.
- **10/24/19:** *Trick or Treating* at Flagler College.
- **10/28/19:** *Outside Play* at Gore Playground.
- **10/29/19:** *Big Soccer* at Gore Field.
- **10/30/19:** *Coloring* at Cary White Dorm Pod.
- **10/31/19:** *Scary Movie* at Cary White Dorm Pod.
- **11/04/19:** *Bowling and Games* at the Canteen.
- **11/05/19:** *Swimming* at the Pool
- **11/06/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **11/07/19:** *Outside Movie* at Gore Field.
- **11/11/19:** *Campus Walking Tour* around campus.
- **11/12/19:** *Swimming* at the Pool.
- **11/13/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **11/14/19:** *Bingo* at Knowles Hall Gym.

Deaf Elementary 2 (4-5)-

- **10/21/19:** *Delta Gamma Activity* at Copeland Gym Lobby.
- **10/22/19:** *Bowling and Games* at the Canteen.
- **10/23/19:** *Swimming* at the Pool.
- **10/24/19:** *Trick or Treating* at Flagler College
- **10/28/19:** *Outside Play* at Gore Playground.
- **10/29/19:** *Big Soccer* at Gore Field.
- **10/30/19:** *Coloring* at Cary White Dorm Pod.
- **10/31/19:** *Scary Movie* at Cary White Dorm Pod.
- **11/04/19:** *Coloring* at the Tree House.

- **11/05/19:** *Swimming* at the Pool.
- **11/06/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **11/07/19:** *Outside Movie* at Gore Field.
- **11/11/19:** *Campus Walking Tour* around campus.
- **11/12/19:** *Swimming* at the Pool.
- **11/13/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **11/14/19:** *Bingo* at Knowles Hall Gym.

Middle School Activities:

8.33.4- *Participate in recreational activities outside the home.*

Blind MS (6-8)-

- **09/16/19:** *Swimming* at the Pool.
- **09/17/19:** *Bowling and Social Time* at the Dragon's Lair.
- **09/18/19:** *Arts & Crafts* at Cary White Pod.
- **09/19/19:** *Games* at Copeland Gym.
- **09/23/19:** *Swimming* at the Pool.
- **09/24/19:** *Bowling and Social Time* at the Dragon's Lair.
- **09/25/19:** *Make a Snack* at Cary White Pod.
- **09/26/19:** *Family Feud* at Cary White Pod.
- **09/30/19:** *Swimming* at the Pool.
- **10/01/19:** *Bowling and Social Time* at the Dragon's Lair.
- **10/02/19:** *Freeze Dance* at Cary White Pod.
- **10/03/19:** *Table Games* at the Canteen.
- **10/07/19:** *Swimming* at the Pool.
- **10/08/19:** *Bowling and Social Time* at the Dragon's Lair.
- **10/09/19:** *Table Games* at Cary White Pod.
- **10/14/19:** *Swimming* at the Pool.
- **10/15/19:** *Bowling and Social Time* at the Dragon's Lair.
- **10/16/19:** *Make a Snack* at Cary White Pod.
- **10/17/19:** *Walk the Track with Music/Games on the Football Field* at Usina Field.

Deaf MS (6-8)-

- **09/16/19:** *Volleyball* at Knowles Hall Gym.
- **09/17/19:** *Bowling and Social Time* at the Dragon's Lair.
- **09/18/19:** *Swimming* at the Pool.
- **09/19/19:** *Volleyball* at Knowles Hall Gym.
- **09/23/19:** *Volleyball* at Knowles Hall Gym.
- **09/24/19:** *Bowling and Social Time* at the Dragon's Lair.
- **09/25/19:** *Swimming* at the Pool.
- **09/26/19:** *Games* at Knowles Hall Gym.
- **09/30/19:** *Swimming* at the Pool.
- **10/01/19:** *Bowling and Social Time* at the Dragon's Lair.
- **10/02/19:** *Swimming* at the Pool.
- **10/03/19:** *Table Games* at the Canteen.

- **10/07/19:** *Volleyball* at Knowles Hall Gym.
- **10/08/19:** *Bowling and Social Time* at the Dragon's Lair.
- **10/09/19:** *Swimming* at the Pool.
- **10/14/19:** *Volleyball* at Knowles Hall Gym.
- **10/15/19:** *Bowling and Social Time* at the Dragon's Lair.
- **10/16/19:** *Swimming* at the Pool.
- **10/17/19:** *Walk the Track with Music/Games on the Football Field* at Usina Field.

Both MS Groups (6-8)-

- Home *Volleyball Games* at Settles Gym on 09/16, 9/16, 9/24, 9/30, 10/1 and 10/7.
- Home *Swim Meet* at the Pool on 09/17, 9/24, and 10/8.
- Home *Football Games* at Usina Field on 09/26 and 10/3.
- Home *Cross Country Meet* at Usina Field on 10/3.

8.37.3- *List possible vacation activities.*

Blind MS (6-8)-

- **10/21/19:** *Swimming* at the Pool.
- **10/22/19:** *Bowling and Social Time* at the Dragon's Lair.
- **10/23/19:** *Finger Painting* at Cary White Pod.
- **10/24/19:** *Family Feud* at the Canteen.
- **10/28/19:** *Glow Activity* at Knowles Hall.
- **10/29/19:** *Bowling and Social Time* at the Dragon's Lair.
- **10/30/19:** *Outside Play* at Cary White Playground.
- **10/31/19:** *Scary Movie* at Cary White Pod Area.
- **11/04/19:** *Swimming* at the Pool.
- **11/05/19:** *Bowling and Social Time* at the Dragon's Lair.
- **11/06/19:** *Freeze Dance* at Cary White Pod.
- **11/07/19:** *Walk the Track and Games on the Field* at Usina Field.
- **11/11/19:** *Swimming* at the Pool.
- **11/12/19:** *Bowling and Social Time* at the Dragon's Lair.
- **11/13/19:** *Adult Coloring* at Cary White Pod.
- **11/14/19:** *Bingo* at Knowles Hall Gym.

Deaf MS (6-8)-

- **10/21/19:** *Volleyball* at Knowles Hall Gym.
- **10/22/19:** *Bowling and Social Time* at the Dragon's Lair.
- **10/23/19:** *Swimming* at the Pool.
- **10/24/19:** *Homecoming Skits* at Kirk Auditorium.
- **10/28/19:** *Glow Activity* at Knowles Hall.
- **10/29/19:** *Chick-fil-A Night* at Chick-fil-A.
- **10/30/19:** *Outside Play* at Gore Field and McLane Basketball Courts.
- **10/31/19:** *Home Football Playoff Game* at Usina Field.
- **11/04/19:** *Chinese Basketball* at Knowles Hall Gym.
- **11/05/19:** *Bowling and Social Time* at the Dragon's Lair.

- **11/06/19:** *Swimming* at the Pool.
- **11/07/19:** *Walk the Track and Games on the Field* at Usina Field.
- **11/11/19:** *Table Games* at Knowles Hall Gym.
- **11/12/19:** *Bowling and Social Time* at the Dragon's Lair.
- **11/13/19:** *Swimming* at the Pool.
- **11/14/19:** *Bingo* at Knowles Hall Gym.

High School and Apartment Program Activities:

8.34.1 - List personal leisure activities.

HS & Apartments (K9-12 & Post-Secondary)

- **09/16/19:**
 - *Bowling* at the Dragon's Lair.
 - *Home Volleyball Games* at Settles Gym.
- **09/17/19:**
 - *Bowling* at the Canteen.
 - *Weight Room* at the Knowles Hall Weight Room.
 - *Home Volleyball Games* at Settles Gym.
 - *Home Swim Meet* at the Pool.
- **09/18/19:**
 - *Games* at Copeland Gym.
 - *Swimming* at the Pool.
 - *Home Volleyball Games* at Settles Gym.
- **09/18/19:**
 - *Games* at Copeland Gym.
 - *Games* at Settles Gym.
 - *Swimming* at the Pool.
- **09/23/19:**
 - *Bowling* at the Dragon's Lair.
 - *Movie* at Kirk Auditorium.
- **09/24/19:**
 - *Bowling* at the Canteen.
 - *Weight Room* at the Knowles Hall Weight Room.
 - *Home Volleyball Games* at Settles Gym.
 - *Home Swim Meet* at the Pool.
- **09/25/19:**
 - *Arts & Crafts* at Copeland Lobby.
 - *Swimming* at the Pool.
 - *Weight Room* at the Knowles Hall Weight Room.
- **09/26/19:**
 - *Bowling* at the Canteen.
 - *Weight Room* at the Knowles Hall Weight Room.
 - *Home Football Game* at Usina Field.
- **09/30/19:**
 - *Bowling* at the Dragon's Lair.
 - *Home Volleyball Games* at Settles Gym.

- **10/01/19:**
 - Walk the Track with Music/Games on the Football Field at Usina Field.
 - Home *Volleyball Games* at Settles Gym.
- **10/02/19:**
 - *Swimming* at the Pool.
 - *Weight Room* at the Knowles Hall Weight Room.
 - *Volleyball* at Knowles Hall Gym.
- **10/03/19:**
 - Table Games and Music at the Canteen.
 - Home *Cross Country Meet* at Usina Field.
 - Home *Football Game* at Usina Field.
- **10/07/19:**
 - *Bowling* at the Dragon's Lair.
 - Home *Volleyball Games* at Settles Gym.
- **10/08/19:**
 - *Volleyball* at Settles Gym.
 - Games at Copeland Gym.
 - *Weight Room* at the Knowles Hall Weight Room.
 - Home *Swim Meet* at the Pool.
- **10/09/19:**
 - *Swimming* at the Pool.
 - *Weight Room* at the Knowles Hall Weight Room.
 - *Kickball* at Knowles Hall Gym.
- **10/14/19:**
 - *Bowling* at the Dragon's Lair.
 - *Movie* at Kirk Auditorium.
- **10/15/19:**
 - *Volleyball* at Settles Gym.
 - Games at Copeland Gym.
 - *Weight Room* at the Knowles Hall Weight Room.
- **10/16/19:**
 - *Adult Coloring* at Knowles Hall Gym.
 - *Table Games* at Knowles Hall Gym.
 - *Weight Room* at the Knowles Hall Weight Room.
- **10/17/19:**
 - Walk the Track with Music/Games on the Football Field at Usina Field.
 - *Weight Room* at Copeland Gym Weight Room.

**8.31.1- List sources of information about specific recreational activities.
HS & Apartments (K9-12 & Post-Secondary)**

- **10/21/19:**
 - *Bowling* at the Dragon's Lair.
- **10/22/19:**
 - *Bowling and Games* at the Canteen.

- *Weight Room* at the Knowles Hall Weight Room.
- **10/23/19:**
 - *Indoor Wiffle Ball* at Settles Gym.
 - *Swimming* at the Pool.
 - *Arts & Crafts* at Copeland Lobby.
- **10/24/19:**
 - *Mini Scavenger Hunt* Outside James Hall.
 - *Yard Games* Outside James Hall.
 - *Weight Room* at Knowles Hall Weight Room.
- **10/28/19:**
 - *Bowling* at the Dragon's Lair.
- **10/29/19:**
 - *Bowling* at the Canteen.
 - *Weight Room* at the Knowles Hall Weight Room.
- **10/30/19:**
 - *Glow Activity* at Knowles Hall.
- **10/31/19:**
 - *Scary Movie* at Gibbs.
 - *Home Football Playoff Game* at Usina Field
- **11/04/19:**
 - *Bowling* at the Dragon's Lair.
- **11/05/19:**
 - *Bowling and Games* at the Canteen.
 - *Weight Room* at the Knowles Hall Weight Room.
- **11/06/19:**
 - *Swimming* at the Pool.
 - *Weight Room* at the Knowles Hall Weight Room.
 - *Arts and Crafts* at Knowles Hall Gym.
- **11/07/19:**
 - *Walk the Track with Music* at Usina Field.
 - *Games on the Football Field* at Usina Field.
 - *Weight Room* at Copeland Weight Room.
- **11/11/19:**
 - *Bowling* at the Dragon's Lair.
 - *Movie* at Kirk Auditorium.
- **11/12/19:**
 - *Bowling and Games* at the Canteen.
 - *Weight Room* at the Knowles Hall Weight Room.
- **11/13/19:**
 - *Swimming* at the Pool.
 - *Adult Coloring* at Knowles Hall Gym.
 - *Weight Room* at the Knowles Hall Weight Room.
- **11/14/19:**
 - *Bingo* at Knowles Hall Gym.

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 (TMN): Webinar on 09/19/19- Using Engagement Principles to Increase Training Effectiveness.*
 - *Association of Training and Development (ATD): Webinar on 10/16/19- Six Employee Development Best Practices: Beyond Learning to Deepening the Employee Experience.*
 - *Zoom: Webinar on 10/16/19- Blended Learning.*
 - *Teaching Tolerance (TT): Webinar on 10/29/19- Indigenous History.*
 - *Teaching Tolerance: Webinar on 11/05/19- Color of Law.*
 - *Training Magazine Network (TMN): Webinar on 11/13/19- The Secret to Building a Coaching Habit.*
 - *Training Magazine Network (TMN): Webinar on 11/14/19- Create Compelling Infographics in PowerPoint.*
 - *Training Magazine Network (TMN): Webinar on 11/14/19- 6 Employee Development Best Practices- Beyond Learning to Deepen the Employee Experience.*
- **S.U.P.E.R-visor Updates & Training:**
 - *Supervisory Updates forwarded on 09/18/19 via the BP Leadership Google Classroom- Recruiter Box Blog Post – Seven Ways to Make Your New Hire Feel Welcome.*
 - *Supervisory Updates forwarded on 09/29/19 & 10/06/19 via the BP Leadership Google Classroom- GovLoop Blog Post – What it Means to be an ‘Open’ Leader Ready for Innovation.*
 - *Supervisory Updates forwarded on 10/29/19 via the Fall 2019 to Spring 2020 BP Leadership Google Classroom-*
 - *Video from BreakthruInMarketing- Conflict Resolution.*
 - *Infographic from GovLoop- Conflict Management Cheat Sheet.*
 - *Supervisory Updates forwarded on 10/20/19 via the Fall 2019 to Spring 2020 BP Leadership Google Classroom-*
 - *Video from IESE Business School, University of Navarra- Boomers, Gen X and Gen Y: Multigenerational Workforce.*
 - *Infographic from Cornerstone- From Boomers to Millennials.*
- **Staff Workshops: Fall 2019 Blind Department Professional Development Program:**
 - **09/10/19 to 10/15/19:** 12 Week Basic Orientation & Mobility with Cristina Sapp- FSDB Orientation & Mobility Specialist, continues for Boarding & Academic staff.
 - **09/10/19 to 10/15/19:** 12 Week Braille I & II with Mary Bilancio-FSDB Blind Department Parent Advisor and State Trainer, continues for Boarding & Academic Program staff.
 - **10/22/19 to 11/05/19:** 12 Week Basic Orientation & Mobility with Cristina Sapp- FSDB Orientation & Mobility Specialist, continues for Boarding & Academic staff.
 - **10/10/19 to 11/12/19:** 12 Week Braille I & II with Mary Bilancio-FSDB Blind Department Parent Advisor and State Trainer, continues for Boarding & Academic Program staff.

Monthly Staff In-Service Trainings & Updates:

- **Dorm Instructor Updates- 09/08/19 to 10/17/19**
 - Staff Updates forwarded on 09/08/19 via the 2019-2020 Training Resources Google Classroom- *How to Deal with Toxic People at Work.*
 - Staff Updates forwarded on 09/15/19 via the 2019-2020 Training Resources Google Classroom- *How to Become More Aware in Workplace Situations.*
 - Staff Updates forwarded on 09/22/19 via the 2019-2020 Training Resources Google Classroom- *How to Personalize Yourself in the Workplace.*
 - Staff Updates forwarded on 09/30/19 via the 2019-2020 Training Resources Google Classroom- *How to Argue with a Three-Year-Old.*
- **Dorm Instructor Updates- 10/27/19 to 11/14/19**
 - Staff Updates forwarded on 10/20/19 via the 2019-2020 Training Resources Google Classroom- *The Deaf/Blind Experience.*
 - Staff Updates forwarded on 10/27/19 via the 2019-2020 Training Resources Google Classroom- *Dealing with A Passive-Aggressive Coworker.*
 - Staff Updates forwarded on 11/03/19 via the 2019-2020 Training Resources Google Classroom- *Fall 2019 Expo.*
 - Staff Updates forwarded on 11/04/19 via the 2019-2020 Professionalism in the Workplace Google Classroom- *12 Professional Behavior Tips.*
- **Monthly In-Service Training - 10/07/19 to 10/28/19**
 - **Internet Safety & Digital Citizenship 2019-2020: October Training for 136 Staff via Adobe Connect.**
 - Lesson#1: Computer Rules, Privacy, Security, and Care.
 - 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.*
 - FSDB OPP 8.07 Student Use of Personal Electronic Devices
 - FSDB OPP 8.08 Student Internet Safety and Acceptable Technology Use Policy
 - FSDB OPP 8.09 Staff Acceptable Use Policy
- **Individual Dorm In-Service Sessions- 09/07/19 & 10/17/19**
 - Homeless Students at FSDB: McKinney-Vento Homeless Program with Christie Boortz- FSDB Grant Coordinator/Homeless Liaison.
 - Kramer Hall: Evening Shift- 09/19/19
 - Apartment Program: Evening Shift- 09/26/19

Student Independent Living Skills (ILS) Workshops:

- **09/10/19: Apartment Living Group** for Wartmann Hall, Deaf/HH Apartment Program students, with FSDB Clinical Social Worker, Michelle Dunn- No objective provided by facilitator.
- **09/12/19: Apartment Living Group** for Wartmann Hall, Blind/VI Apartment Program students, with FSDB School Guidance Counselor, Karen Kolkedy- No objective provided by facilitator.

- **09/18/19:** *Law Enforcement Workshop* for Kramer Hall students with FSDB Officer Michelle Anderson- *Stranger Danger: Identify Precautions to Follow when Dealing with Strangers.*
- **09/26/19:** *Apartment Living Group* for Wartmann Hall, Blind/VI Apartment Program students, with FSDB School Guidance Counselor, Karen Kolkedy- No objective provided by facilitator
- **10/01/19:** *Apartment Living Group* for Collins House, Deaf/HH Apartment Program students, with FSDB Clinical Social Worker, Michelle Dunn- No objective provided by facilitator.
- **10/03/19:** *Apartment Living Group* for Koger Hall, Blind/VI Apartment students, with FSDB School Guidance Counselor, Karen Kolkedy- No objective provided by facilitator.
- **10/08/19:** *Bike Safety Classroom & Practical Session* for High School and Apartment Program students with FSDB Officer Michelle Anderson- *List Reasons for Common Traffic and Safety Rules and Practices.*
- **10/15/19:** *Law Enforcement Workshop* for Rhyne Hall students with FSDB Officer Shawn O'Brien- *Safety Around the Community: Helping Students Feel and Be Safe.*
- **10/15/19:** *Apartment Living Group* for Collins House, Deaf/HH Apartment Program students, with FSDB Clinical Social Worker, Michelle Dunn- No objective provided by facilitator.
- **10/17/19:** *Apartment Living Group* for Koger Hall, Blind/VI Apartment students, with FSDB School Guidance Counselor, Karen Kolkedy- No objective provided by facilitator.
- **10/21/19:** *Mental Health Workshop* for Koger Hall, Blind/VI students, with FSDB Clinical Social Worker, Lucy Mitchell- *Dating & Self-Respect.*
- **10/22/19:** *Apartment Living Group* for Wartmann Hall, Deaf/HH Apartment Program students, with FSDB Clinical Social Worker, Michelle Dunn- *Self-Confidence.*
- **10/24/19:** *Apartment Living Group* for Wartmann Hall, Blind/VI Apartment Program students, with FSDB School Guidance Counselor, Karen Kolkedy- *Self-Confidence.*
- **10/28/19:** *Mental Health Workshop* for MacWilliams Hall, Blind/VI students, with FSDB Clinical Social Worker, Lucy Mitchell- *Dating & Self-Respect.*
- **10/30/19:** *Law Enforcement Workshop* for Kramer Hall students with FSDB Officer Shawn O'Brien- *Courtesy and Respect.*
- **11/05/19:** *Apartment Living Group* for Collins House Deaf/HH Apartment students, with FSDB Clinical Social Worker, Michelle Dunn - *No objective provided by facilitator.*
- **11/05/19:** *Law Enforcement Workshop* for Gregg Hall students with FSDB Lt. Dexter Wimberly- *Cyber Safety: Describe Consequences or Outcomes of Decision Making.*
- **11/07/19:** *Apartment Living Group* for Koger Hall Blind/VI Apartment students, with FSDB School Guidance Counselor, Karen Kolkedy- *No objective provided by facilitator.*
- **11/11/19:** *Law Enforcement Workshop* for Gregg Hall students with FSDB Lt. Dexter Wimberly- *Cyber Safety: List and Demonstrate Knowledge of Ways in which Personal Behavior Produces Consequences.*
- **11/12/19:** *Apartment Living Group* for Wartmann Hall Deaf/HH Apartment students, with FSDB Clinical Social Worker, Michelle Dunn - *No objective provided by facilitator.*
- **11/14/19:** *Apartment Living Group* for Wartmann Hall Blind/VI Apartment students, with FSDB School Guidance Counselor, Karen Kolkedy- *No objective provided by facilitator.*

ILS Hour schedule-

1st Quarter of ILS Hour began on 08/25/19 and will end on 10/23/19 for elementary to high school dorms, and 08/25/19 to 10/22/19 for Apartment Program dorms.

Weekly Sessions:

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

Bi-Weekly Sessions:

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

2nd Quarter of ILS Hour began on 11/03/19 and will end on 12/18/19 for elementary to high school dorms, and 11/03/19 to 12/17/19 for Apartment Program dorms.

Weekly Sessions:

- Mondays- Vaill, McLane, Koger, and MacWilliams Halls.
- Wednesdays- Kramer Hall and Cary White Dorm.
- Sundays- Gregg, James, and Rhyne Halls.

Bi-Weekly Sessions:

- Tuesdays- Apartment Dorms- Collins House, Bloxham Hall (1st Floor), Wartmann Hall (2nd Floor), Ted Johnson Center (1st Floor), Ray Charles Center (2nd Floor).
- Sundays- Ray Charles Center (1st Floor), Wartmann Hall (1st Floor), and Ted Johnson Center (2nd Floor).

Kathleen Grunder
Administrator of Residential Services



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

ADMINISTRATOR OF BUSINESS SERVICES
BOARD REPORT
BOARD OF TRUSTEES MEETING
DECEMBER 13, 2019

ACCOUNTING/BUDGETS & GRANTS

Submitted by John Wester, Comptroller and Alison Crozier, Director of Budgets and Grants

General

Fiscal Year 2018-2019 – The agency's Management Representation letters to the CFO for Statewide Financial Reporting and for Federal Awards were submitted on November 1, 2019. All forms, reports, and letters submitted to the State CFO for the closing of the fiscal year are available in the Comptroller's office for review.

Accounting

Prompt Payment – Section 215.422, Florida Statutes, compliance (Prompt Payment of Vendor Invoices): For October 2019, 100% of 321 invoices were paid in accordance with the statute (compliance minimum is 95%).

Audits

State Auditor General's Office – The Auditor General is in the process of completing its operational audit of the School. Preliminary findings have been shared with the School.

GASB based financial schedules have been prepared and converted to the Auditor General preferred format in anticipation of the FY18-19 Financial Audit.

Budgets and Grants

Annual compliance report – On September 27, 2019, the annual *Accounts Referred for Collection in Fiscal Year* Report for FY 2018-2019 was filed with the President of the Florida Senate, the Speaker of the Florida House of Representatives, and the Florida Chief Financial Officer in accordance with Section 17.20(4), Florida Statutes. The report is on file in the Office of the Director of Budgets and Grants.

ADVANCEMENT

Submitted by Tanya Rhodes, Executive Director of Advancement

September 2019	FY 2019-2020 YTD as of September 30, 2019	Previous YTD as of September 30, 2018
Number of Donations = 437 Number of Donors = 431 Dollars Received = \$57,243	Number of Donations = 748 Number of Donors = 589 Dollars Received = \$358,015	Number of Donations = 810 Number of Donors = 644 Dollars Received = \$372,125
October 2019	FY 2019-2020 YTD as of October 31, 2019	Previous YTD as of October 31, 2018
Number of Donations = 316 Number of Donors = 298 Dollars Received = \$19,945.62	Number of Donations = 1,066 Number of Donors = 794 Dollars Received = \$380,256.06	Number of Donations = 1,080 Number of Donors = 804 Dollars Received = \$675,108.69

Comparison to 2018

Year to date, we are 43.5% or \$294,852 behind where we were October 2018 dollar-wise. The reasons for this are as follows:

- In October 2018, we received a one-time gift from The Lastinger Family Foundation in the amount of \$250,000. We were very aware that it was a one-time gift.
- In October 2018, we received a planned gift from an estate in the amount of \$34,000. That was a one-time estate gift.
- In September 2018, we received a \$26,000 donation from a Private Foundation. We have not received that donation again this year, and the Advancement Department is working with the Foundation on a repeat gift.

The significant reason we appear to be behind in fundraising is because of the one-time \$250,000 Lastinger Family Foundation donation. The Advancement Department is not overly concerned about the current figures. One-time donations and estate gifts are unpredictable and can often drastically increase the funds raised during the year.

Campus Visits/Donor Visits/Presentations/Activities in September and October 2019

- Toured a prospective donor who has an interest in Career Development.
- Toured 15 Delta Gamma Sorority members from UNF.
- Toured a donor and her friend. Donations were received in honor of the donor's recently deceased husband.
- Toured ESA members.
- Toured three attendees for new leadership of Helping Hands.
- Attended a luncheon with the Ponte Vedra Women's Club members to give them 30 FSDB Angels (students who have less means and will benefit from donors' gifts at the holidays).
- Coordinated six antique cars from The Ancient City Auto Club (donor to FSDB) to participate in the Deaf Homecoming Parade.
- Met with FSDB donor in her home.
- Met with a prospective donor.
- Visited with trustees of Hildegard Lash Foundation to collect the most recent grant of \$32,000.
- Met with a donor to pick up tactile sculptures.
- Dropped Acquisition *ask letter* to 60,000 households.
- Dropped In-House *ask letter* to 1,440 households.
- Accepted 10 large boxes of school supplies from a Community First Credit Union drive held over the summer.
- Initiated a Chip in for Youth – a program where FSDB encourages ticket sales to The Players Championship Golf Tournament held in March 2020. FSDB receives \$30 of each \$55 ticket sold from the PGA.
- Researched, reviewed, and selected a new donor management system to replace an existing over the 25-year-old program.

BUSINESS SERVICES – “DID YOU KNOW?”

Submitted by Julia Mintzer, Administrator of Business Services

Business Services is comprised of eight amazing departments working in unison to support campus programs to enhance the learning, living, and working environment for students and staff members. Monthly, an overview of each department will be highlighted in the Board Report.

ADVANCEMENT: The primary responsibility of the Advancement Department is to raise additional money to cover what general revenue will not fund. We support FSDB by finding financial and non-financial resources for school programming and growth. Unlike other public school districts across the state, FSDB **DOES NOT** receive local tax dollars from property assessments or any lottery dollars. *Advancement Department to the rescue!*

In the fiscal year 2018-2019, FSDB's Advancement Department raised \$1,596,143 from individuals, foundations, family foundations, planned giving, corporations, and civic groups. Due to those fundraising efforts, the Advancement Department was able to allocate \$1,152,236.00 directly into programs benefiting the students for the school year beginning August 2019 through June 2020.

Donor support comes from individuals, corporations, foundations, grants, civic groups, and special events. When you see an Advancement staff member on campus with guests, those guests are likely donors to the school. The BEST way to raise money is to give tours and showcase the school!

Other Advancement endeavors (in addition to raising money) include:

- Volunteers and Flagler Work-Study.
- In-Kind Gifts – organizing item collection, including backpacks, toiletries, clothes, and more.
- Database Management.
- Donor Relations – maintaining relationships with those who give money, gifts, in-kind, and time.
- Prospect Development – finding new donors to support the school.
- Community Relations – creating awareness in the communities throughout the state and emphasizing FSDB's impact.
- Civic Group Involvement – speaking to groups such as the Lions Clubs, Women's Clubs, Grange, Rotary, Sertoma, and more. The staff are also members of certain civic groups.
- Sharing stories about FSDB – we send story updates year-round, multiple times a year, to over 5,300 people!

The Advancement Team

Three is small but mighty!

Tanya Rhodes – Executive Director of Advancement - Mom of two boys ages 7 and 4 and a dog mom to two dogs. Loves to cook, camp, be outside, travel, laugh, and spend time with her family!

Amy Moring – Director of Development - Mom of three children ages 25, 23, 21, and a dog mom to two dogs who is an avid runner, travel lover, baker, talker, and married 30 years!

Tori Von Essen – Volunteer Coordinator and Assistant - The most thoughtful, kind, take care-of-everyone type of person who is a CrossFit lover, foodie, funny, caring, family-friend lover, and one of four kids!

PURCHASING: The Purchasing Department is led by Susan Bright and includes the following areas:

- Shipping and Receiving
- Campus and US Mail
- Purchasing & Vendor Registration
- Contracts and Solicitations
- PCard Administration & FSDB Travel Agents
- Tangible Property Inventory
- Contract Moves
- Warehouse Management

The Purchasing Team

Susan Bright #2356-Director of Purchasing: Susan is proud to lead quite a special team that is small, but mighty! She has been with FSDB since July 2004. She has worked in HR, Payroll, and Budget and Finance/Payroll before moving to her current assignment in February 2012.

Jeff Albright #2330-Purchasing Agent III: Jeff has been with FSDB since November 2000 in his current position. He is the most senior employee in our department, and his responsibilities include: purchasing via My Florida Market Place (MFMP) and Purchasing Card (A thru L and Amazon) as well as maintaining compliance with statutory authority and rules. He functions as FSDB Travel Agent, PCard backup Administrator, MFMP backup Administrator, and mail sorter backup, managing the FSDB Cell Phone program, reporting staff accountability for Purchasing (he serves as a member of the FSDB NIMS*/Incident Command team). He also plans, organizes, and directs the process of ordering vehicles for FSDB, acting as the liaison between DMS and our Transportation Department

Rick Burres #2333 – Stores Manager: Rick has been with FSDB since May 2003 and was initially hired in the Grounds Department. In 2004, he was promoted to Storekeeper II and assigned to Purchasing. In 2007, he was promoted to Stores Manager, and in 2012, he took on the responsibility of managing FSDB's tangible inventory. Rick's additional responsibilities include managing surplus property, recycling, and property transfers, overseeing Warehouse management, contract moves, and mailroom operations.

Joey Woods – Clerk: Joey was a student at FSDB and worked as an intern in Purchasing. After graduating, Joey was hired to be our Mail Clerk in March of 2007. His responsibilities include: Preparing and running the FSDB mail twice a day; setting up and delivering all packages to their final destinations on campus; picking up all outgoing mail, packages, and campus mail; operating the mail machine; posting mail; monitoring the freezer and refrigerator temperatures; maintaining a tidy warehouse and mailroom.

Danny Geores #2342 – Purchasing Agent I: Danny has been with FSDB since May 2014 in his current position. His responsibilities include: handling MFMP registration; auditing purchase requisitions and preparing them for processing; maintaining compliance with statutory authority and rules; acting as a Customer Service representative between vendors and FSDB staff; liaising between Accounting and Purchasing, managing all aspects of shipping and receiving; functioning as a backup for Warehouse management, mail sorting and package delivery; providing department support. In addition to his full-time job in Purchasing, Danny is an OPS SHOW Bus Chaperone for the Transportation Department.

Chuck Meyers #2294 – Contract Administrator and Purchasing Analyst: Chuck has been with FSDB since February 2015 in his current position and serves as FSDB's Contract Administrator. His responsibilities include: preparing and writing all contract agreements for FSDB; verifying compliance with statutory authority and rules among all contract documents and files; preparing, administering and posting advertisements; overseeing all competitive procurement processes; providing contract negotiation support; managing compliance of Florida Certified Contract Management (FCCM) training; creating and maintaining a contract database to be used as a resource to maintain transparency and meet audit compliance. Chuck also serves as the Operations Chief on the NIMS/Incident Command team.

Ruth Adams #2332 – Purchasing Agent III: Ruth has been with FSDB since April 2016 in her current position. She transferred from the Department of Health in Gainesville, FL (having been with the State of Florida since 2006). Her responsibilities include purchasing via MFMP and PCard (M thru Z and Office Depot) as well as maintaining compliance with statutory authority and rules, managing the copier lease program; maintaining supplies for copiers; maintaining and editing copier billing

statements. She also plans, organizes, and directs the process of ordering vehicles for FSDB, acting as the liaison between DMS and our Transportation Department.

Purchasing Statistics for 2018-2019

Contracts –

- 174 total contracts for the year
- 126 new contracts
- 48 renewals
- 101 amendments
- 100 closed
- 9 competitive solicitations
- 91 advertisements posted
- Approximate value of our contracts this year \$21,195,281.93

Purchase Orders – In the MFMP System, we purchased \$6,810,735.24 worth of products and services and *received, checked in, and delivered each order to the recipient.*

PCards – We had 55 PCards assigned, and we spent \$745,226.23. Out of this total, \$295,141.24 was processed by Ruth Adams and Jeff Albright. We have 10 Travel Agents on Campus. This year we completed the project with the State of Florida of migrating from the PCard System in FLAIR to Bank of America's (BOA) system on the WEB. This project was completed in May 2019 with great success.

Property –

- **Inventory** - Inventoried 2259 Tangible Property items, originally valued at \$10,127,686.62.
- **Surplus** - Earned \$8,281.07 out of our surplus sales.
- **Donated** – Made multiple donations to Florida Sheriffs Youth Ranches and a few others.
- **Recycled** - Recycled items this year that diverted 29,982 lbs. of recyclable materials from our landfills.

*National Incident Management System

INVESTMENT PERFORMANCE

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

During the month of October, the endowment increased +\$117,856.61 (+0.77%), +14.17% Year-to-Date, and +11.23% for the trailing 12 months with a closing portfolio value of \$15,757,370.48. Dividends and interest income totaled +\$14,572.71 and accrued interest increased +\$10,861.35. During the same period, the Benchmark increased +1.30%, +13.05%, and +10.33% respectively. Furthermore, the S&P 500 increased +2.17%, +23.16%, and +14.33% while the Barclays US AG Gov./CD Int. Bond Index increased +0.33%, +6.06% and +8.18% respectively.

Last month, the S&P 500 continued to test the range over the past couple of months and finished the month at the high end of the range. Subsequently, November has continued to the upside, and we see the S&P 500 make new highs. The markets have performed well this year, despite some prognosticators calling for a swoon earlier in the year. The important thing to remember is always to diversify and never becoming complacent. We have been adamant about managing the portfolio with an eye towards risk and rebalancing to ensure our stock and bond positions are balanced.

SAFETY AND FACILITIES OPERATIONS

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

SAFETY/RISK MANAGEMENT

August 2019 Data

- Domestic Hot Water (*Weekly*)—No temperature higher than 110F.
 - ✓ Completed 148 of 148 tests with zero variations from the standard.
- Anti-Scald Valves (*Monthly*)—Completion of all scheduled testing.
 - ✓ Completed 23 of 23 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 19 of 22 tests with zero variations from the standard; 3 – Scheduled leave.
- Domestic/Potable Water Quality (*Bimonthly*)—100% compliant with published chemical limits.
 - ✓ Results of water on file for the last testing.

September 2019 Data

- Domestic Hot Water (*Weekly*)—No temperature greater than 110F.
 - ✓ Completed 148 of 185 tests with zero variations from the standard.
 - ✓ 37 – school closure due to Hurricane Dorian.
- Anti-Scald Valves (*Monthly*)—Completion of all scheduled testing.
 - ✓ Completed 23 of 23 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 16 of 21 tests with zero variations from the standard. Incomplete: 1 – Holiday; 2 – Hurricane Dorian; 2 – Scheduled leave.
- Domestic/Potable Water Quality (*Bimonthly*)—100% compliant with published chemical limits.
 - ✓ Results of water on file for last testing.

October 2019 Data

- Domestic Hot Water (*Weekly*)—No temperature greater than 110F.
 - ✓ Completed 148 of 148 tests with zero variations from the standard.
- Anti-Scald Valves (*Monthly*)—Completion of all scheduled testing.
 - ✓ 23 of 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 21 of 23 tests with zero variations from the standard. Incomplete: 2 – Scheduled leave.
- Domestic/Potable Water Quality (*Bimonthly*)—100% compliant with published chemical limits.
 - ✓ Results of water on file for last testing.

SCHOOL SAFETY

Submitted by Julia Mintzer, Administrator of Business Services

Tracy Sampson has accepted a position at the Office of Safe Schools. Please join me in welcoming Lieutenant David Moore to his role as the FSDB School Safety Specialist. David has been a member of the Campus Police team for the past seven years and has worked closely with campus stakeholders on school safety matters. David will remain a member of our law enforcement team with special duties as our School Safety Specialist. He will serve as a resource to the school-based and boarding-based threat assessment teams and will facilitate compliance with all safe school mandates, assessments, training requirements, and drills. David's leadership is appreciated as he tackles this new role and enhances our already strong, safe school practices.

TRAINING AND QUALITY ASSURANCE

Submitted by Christy Slater, Director of Training and Quality Assurance

Training 2019-2020

Between September 27, 2019, and December 13, 2019, the Training and Quality Assurance Department facilitated four CPR classes, two Full CPI classes, three CPI Refresher classes, three QPR classes, two Youth Mental Health First Aid classes, and four Alert classes.

The following Adobe Connect Compliance Trainings have been released for Fall:

- Appropriate Workplace Attire
- Bloodborne Pathogens
- Bullying and Harassment
- Code of Ethics
- Delegation of Authority & Authorized Signatures
- EEOAA
- Nuisance Insects
- Preventing Sexual Harassment
- Student Abuse Policy
- Student Sexual Misconduct
- Teen Dating Violence or Abuse
- Attendance and Leave

The Fall session of The Developing Child course began on September 24, 2019, and will run through December 17, 2019. This 60-hour course explores the components of physical, social,

emotional, and cognitive development of students. This class helps Boarding Instructors at FSDB meet the criteria to advance to Senior Boarding Instructor.

President's Performance Objectives 2018-2019

**Strategic Plan/President's Performance Objectives
2018-2019 Update**

The Strategic Plan/President's Performance Objectives Update provides a summary of data pertaining to the 2018-2019 performance measures. The Strategic Leadership Team meets regularly to monitor the progress toward achievement of our organizational goals.

- ❖ **Strategic Plan Goal:** Ensure that students are prepared for college and/or career as literate, employable, and independent lifelong learners.

MAP Growth - End of Year

This measure is used to show any growth the student made on the Measures of Academic Progress (MAP). One point of growth is considered growth for all students.

	Reading		Language		Mathematics		Science	
	Targeted	Achieved	Targeted	Achieved	Targeted	Achieved	Targeted	Achieved
DES	78%	89%	80%	84%	90%	93%	70%	82%
DMS	70%	65%	75%	70%	80%	74%	70%	60%
DHS	70%	73%	70%	68%	85%	91%	70%	N/A
Deaf Dept	70%	75%	70%	72%	85%	87%	70%	70%
BEMS	70%	84%	75%	79%	80%	91%	70%	67%
BHS	76%	67%	70%	75%	75%	69%	70%	N/A
Blind Dept	70%	76%	70%	77%	77%	82%	70%	67%
FSDB	70%	76%	70%	74%	80%	85%	70%	69%

Met MAP Growth Targets - End of Year

This measure is used to show student growth as determined by Measures of Academic Progress (MAP). Each student's growth expectations are determined by the system - student's number of growth points will vary.

	Reading		Language		Mathematics		Science	
	1718	1819	1718	1819	1718	1819	1718	1819
DES	29%	42%	23%	24%	33%	53%	N/A	22%
DMS	41%	30%	55%	37%	51%	53%	N/A	37%
DHS	33%	51%	50%	48%	76%	82%	N/A	N/A
Deaf Dept	34%	41%	40%	37%	49%	62%	N/A	30%
BEMS	58%	69%	61%	71%	49%	64%	N/A	43%
BHS	68%	79%	67%	72%	72%	69%	N/A	N/A
Blind Dept	61%	72%	63%	72%	58%	65%	N/A	43%
FSDB	42%	52%	48%	50%	52%	63%	N/A	34%

Lexile Growth

This measure is used to show any growth the student made on the Achieve3000 Lexile measure. One point of growth is considered growth for all students.

	Targeted	Achieved
DES	85%	85%
DMS	79%	92%
DHS	80%	73%
Deaf Dept	80%	80%
BEMS	95%	88%
BHS	95%	90%
Blind Dept	95%	89%
FSDB	85%	83%

Met Lexile Growth Targets

This measure is used to show student growth as determined by Achieve3000. Each student's growth expectations are determined by the system - each student's number of growth points will vary.

	Targeted	Achieved
DES	70%	24%
DMS	70%	44%
DHS	70%	30%
Deaf Dept	70%	32%
BEMS	70%	77%
BHS	70%	80%
Blind Dept	70%	79%
FSDB	70%	49%

Support Services

Services as indicated by IEP	2018-2019	2018-2019 Goal
% of Students attending Speech/Audiology as indicated by the IEP	99%	100%
% of Students attending Allied Health Counseling, provided by a Psychologist, as indicated on the IEP	98%	100%
% of Students attending OT/PT as indicated by the IEP	98%	100%

- ❖ **Strategic Plan Goal:** Manage student enrollment across grade levels and schools to ensure appropriate use of all resources while providing optimal benefit to the community.

*Enrollment Data collected as of June 30, 2019

MEASURES -- Enrollment		
	2018-2019	Goal
Peak Enrollment	535	550
Total Beginning Enrollment	505	N/A
Total End of Year Enrollment	530	
ANNUAL DETAIL <i>*Beginning Enrollment recorded after the 10-day drop.</i>		
Enrollment by School	2018-2019	N/A
Deaf Elementary School	81	
Deaf Middle School	74	
Deaf High School	166	
Deaf Total	321	
Blind Elem/Middle School	101	
Blind High School	102	
Blind Total	203	
Early Learning Center	11	

Performance Measure	2018-2019	2018-2019 Goal
Peak Enrollment	535	N/A
Intake Evaluations	132	
Number Eligible	112	
Number of Withdrawals	74	
Number of Outreach Evaluations	12	

Performance Measure	Year-To-Date
Number of FTE Positions	682
Number of Filled FTE Positions	642
Percent of Filled FTE Positions	94%
Number of FTE Positions Vacant More Than 90 Days	16

Continue to monitor staff turnover rates, retirement pipelines, and vacancies, and alert the strategic planning team if concerns arise.

Turnover Rate for 2018-2019 = 10.1%

Retirees for 2018-2019= 21

- ❖ **Strategic Plan Goal:** Actively seek and acquire support of private donors to provide resources that supplement those provided by the state.

Performance Measure	2018-2019	2018-2019 Target
Private Dollars: Percent of Progress Toward Annual Goal	100%	\$1,600.000
Number of Donors	2428	1375
Number of Donations	2492	2400

School Climate

In the last 30 years, a growing body of research has confirmed the importance of the learning climate for children and adolescents. Compelling empirical research shows that a positive and sustained school climate promotes students' academic achievement and healthy development. Not surprisingly, a positive school climate also promotes teacher retention, which itself enhances student success. (Center for Social and Emotional Education, 2007; Cohen, McCabe, Michelli, & Pickeral, in press; Zins, Weissberg, Wang, & Walberg, 2004).

During the second semester of the 2018-2019 school year, the Florida School for the Deaf and the Blind conducted climate surveys for staff members, students, and parents using Survey Monkey. These surveys were conducted anonymously and assured respondents of confidentiality. In July, comprehensive reports of all responses were analyzed by FSDB. The reports contain quantitative data on various topics, including instruction, communication, technology, facilities, and students' physical, social, and emotional well-being. Additionally, comments were collected from the open-ended questions to identify common themes or areas of opportunity.

Individualized surveys were designed for students, parents, and school staff. In all, there were 775 responses to the survey. The size of the respondent group is adequate.

FSDB Climate Survey Response Rates: 2018-2019	
Group	Response Rate
Students	78%
Parents	44%
Academic Department Staff	59%

Administrators and School Advisory Council Subcommittees were tasked with reviewing data related to their respective programs and identifying action steps to address areas of opportunity and maintain current strengths. These efforts reinforce data-driven decision making as we support our mission and achieve FSDB strategic goals.

The school climate survey is conducted annually as a component of the continuous improvement process. Stakeholder participation is greatly appreciated. Our success as an organization can only be achieved with stakeholder feedback and support.

Performance Measure – Student Satisfaction	Year-To-Date	2018-2019 Target
Overall	83%	90% or Higher
Deaf Elementary School	87%	
Deaf Middle School	84%	
Deaf High School	77%	

Blind Elementary/Middle School	86%	
Blind High School	85%	

Performance Measure – Parent Satisfaction	Year-To-Date	2018-2019 Target
Overall	92%	90% or Higher
Deaf Elementary School	92%	
Deaf Middle School	94%	
Deaf High School	93%	
Blind Elementary/Middle School	93%	
Blind High School	92%	
Early Learning Center	89%	

Performance Measure – Staff Satisfaction	Year-To-Date	2018-2019 Target
Overall	86%	90% or Higher
Deaf Elementary School	88%	
Deaf Middle School	81%	
Deaf High School	84%	
Blind Elementary/Middle School	89%	
Blind High School	81%	
Early Learning Center (Academics)	73%	
Multiple Schools-Programs	90%	

Employee Engagement

Highly performing organizations recognize that employee engagement influences outcomes. Per Gallup, research shows that engaged employees are more productive, customer-focused, safer, and more likely to remain with the organization. In the Spring of 2018, FSDB staff participated in an Employee Engagement Survey: 80% of staff attempted the survey while 74% completed every question. Overall results indicate that FSDB employees are highly engaged. The results have been disaggregated by department and shared with staff. Additionally, the results will be used to reinforce strengths and address areas of opportunity.

Performance Measure – Employee Engagement	Year-To-Date	2018-2019 Target
Overall Engagement	92%	90% or Higher
Academic Program Engagement	91%	
Allied Health Services Engagement	91%	
Boarding Program Engagement	93%	
Business Services Engagement	94%	

Strategic Plan

Strategic Plan Flash Report

FSDB Priority Goal Champions continue to work with their teams on Year 3 Work Plans. Below you will find an update for all Strategic Plan goals.

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

Measures of Academic Progress (MAP) - - % of students making growth

*The first assessment of the year serves as a baseline.

MAP -- Reading 3-12 Blind; K-12 Deaf	2019-2020	2019-2020 Goal
FSDB Overall	Baseline	80%
Deaf Department		78%
DES		90%
DMS		70%
DHS		75%
Blind Department		80%
BEMS		86%
BHS		69%

MAP -- Language 3-12 Blind; K-12 Deaf	2019-2020	2019-2020 Goal
FSDB Overall	Baseline	78%
Deaf Department		75%
DES		86%
DMS		72%
DHS		70%
Blind Department		80%
BEMS		81%
BHS		77%

MAP -- Math 3-12 Blind; K-12 Deaf	2019-2020	2019-2020 Goal
FSDB Overall	Baseline	98%
Deaf Department		90%
DES		95%
DMS		76%
DHS		93%
Blind Department		85%
BEMS		93%
BHS		71%

MAP -- Science 3-9 Blind; 3-9 Deaf	2019-2020	2019-2020 Goal
FSDB Overall	Baseline	73%
Deaf Department		75%
DES		85%
DMS		62%
DHS		N/A
Blind Department		70%
BEMS		70%
BHS		N/A

Achieve 3000 -- 3-12 Blind; 3-12 Deaf	2019-2020	2019-2020 Goal
FSDB Overall	Baseline	85%
Deaf Department		83%
DES		88%
DMS		95%
DHS		75%
Blind Department		92%
BEMS		90%
BHS		93%

Support Services

Services as indicated by IEP	2019-2020 YTD	2019-2020 Goal
% of Students attending Speech/Audiology as indicated by the IEP	96%	100%
% of Students attending Allied Health Counseling, provided by a Psychologist, as indicated on the IEP	95%	100%
% of Students attending OT/PT as indicated by the IEP	97%	100%

Priority Goal 2: Staff Development Champion-Randi Mitchell

Priority Goal 2 is steadily working toward completing their goals to make sure staff members receive the professional development and training needed to satisfy job duties. The Instructional Services Department kicked off the year with a meeting for all academic certified teachers and staff members to share all the professional development topics for the year, explain the new processes for registering for professional development, and show the new forms for implementation and documentation. Teachers have been directed to use the FSDB Professional Development website for all the forms and information they need to register for professional development and earn their points for certification renewal.

Instructional Services and Technology are working together to establish trainings and playlists to support staff members as we continue to learn the processes of Office 365. Staff members have been hired OPS to develop the playlist based on the staff member's needs. In addition to the playlist that will serve as a self-study, the first Friday of every month will be dedicated to an O365 topic to support staff members in learning basic skills and enhancing their beginner level skills.

TQA is currently researching platforms to house and launch compliance trainings. A new TQA site that staff members can access to sign up for compliance courses as well as find the links to all of the Adobe Connect trainings that have been launched.

Priority Goal 3: Enrollment Champion-Dr. Prickett

Following the establishment of the Board of Trustees Enrollment and Outreach Committee, Shelley Ardis became the champion of Goal 3, Enrollment and Outreach. Some additional staff members were added to the Goal 3 team to provide input and information specific to Outreach activities.

Shelley and Nancy Bloch, the champion of the Goal 5 Stakeholder Relations team, met to align some activities, as well as to transfer the activities which focused on the development of media and materials which had been developed in Goal 3 to Goal 5, Stakeholder Relations. Goal 5 was also adjusted to add representation from Parent Services and the new Public Information Officer (PIO).

Because many team members overlap for these two Goal areas, Shelley and Nancy have decided to combine teams in the next meeting. This will allow the program development aspects of the activities to be connected as appropriate as well as cross-reference communications activities with the outreach activities.

Enrollment Data: Reflects data collected as of October 31, 2019

Performance Measure	2019-2020	2019-2020 Goal
Peak Enrollment	529	543
Intake Evaluations	61	N/A
Number Eligible	56	
Number of Withdrawals	20	
Number of Outreach Evaluations	4	

Priority Goal 4: Digital Citizenship Champions-Shelley Ardis, Angela Saunders, Carol Bogue

The first two Staff Development offerings have been announced for school and boarding staff members. The sessions were announced in October after the content was moved into our campus-wide system for professional development modules, Adobe Connect. A date will be identified in partnership with the Parent Services Department for a workshop on Internet Safety topics for parents.

Priority Goal 5: Stakeholder Relationships and Communication **Champions-Dr. Prickett/Nancy Bloch**

Following the establishment of the Board of Trustees Enrollment and Outreach Committee, Shelley Ardis became the champion of Goal 3, Enrollment and Outreach. Some additional staff members were added to the Goal 3 team to provide input and information specific to Outreach activities.

Shelley and Nancy Bloch, the champion of the Goal 5 Stakeholder Relations team, met to align some activities, as well as to transfer the activities which focused on the development of media and materials which had been developed in Goal 3 to Goal 5, Stakeholder Relations. Goal 5 was

also was adjusted to add representation from Parent Services and the new Public Information Officer (PIO).

Because many team members overlap for these two Goal areas, Shelley and Nancy have decided to combine teams in the next meeting. This will allow the program development aspects of the activities to be connected as appropriate as well as cross-reference communications activities with the outreach activities.

Secondary Goal A: Climate Surveys Champion-Christy Slater

Climate Surveys are being updated in preparation for launch in early 2020. Employee Engagement is the first survey to be done by all FSDB staff members and will be sent out in February. Parent and student surveys are conducted in the late spring.

Each school has written Action Plans to address strengths as well as areas of opportunity that were identified through the survey process.

Secondary Goal B: Staff Resources Champions-Carrie Arnold

YTD Turnover Rate = 4.1%

YTD Retirees = 9

Percent of filled FTE positions = 93%

Secondary Goal C: Campus Infrastructure Champion-Julia Mintzer

The Campus Master Plan for 2019-2024 has been completed and approved by the Board of Trustees on 8/23/19. All additional activities on the Year 3 work plan have been completed. Please see below for details:

- Safety and Facilities Operations staff members are utilizing the updated Facility Condition Index to prioritize projects for master planning.
- A subscription to RS Means has been procured, and GLE provided training for members of the Safety and Facilities Operations Department. FSDB will continue to assess the effectiveness of the methodology based on feedback from the Department of Education and the Auditor General as we implement our master planning and legislative budget request processes.
- Estimated useful life data is included in the Facility Condition Index. This information is used to prioritize projects in an effort to maintain and replace equipment and infrastructure.

Secondary Goal D: Endowment Funding Champion-Tanya Rhodes

Performance Measures	2019-2020	2018-2019 Target
Private dollars: Percent of Progress Toward Annual Goals	30%	\$1,250,000
Number of Donors	1029	1350
Number of Donations	1060	2000

TRANSPORTATION

Submitted by Trish McFadden, Executive Director of Transportation

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

National Bus Safety Week – October 21-25, 2019

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

The centerpiece of *National School Bus Safety Week* is the poster contest. Students in each school had the opportunity to create a poster that depicts school bus safety-related themes and encourages and promotes school bus safety. The winning posters are used to promote safer school transportation for everyone. Selected school staff judged the entries and selected winners from each school in the Blind and Deaf departments.

The theme for this year's program was, "*A safe ride begins with me.*" Staff T-Shirts were designed and produced by D&B Designs and proudly worn by both the Yellow and SHOW Bus staff.

Deaf Homecoming Parade – October 24, 2019

Transportation staff showed their school spirit by participating in the annual Deaf Homecoming Parade. Staff broke out their Hawaiian attire, decorated both their cart and Buster the Bus to support this year's theme, "*A Tropical Paradise.*" Students enjoyed seeing some of their bus drivers and chaperones dressed up and celebrating in the festivities. For staff, it gave them an opportunity to interact with the students outside of their daily bus rides. It was a wonderful, positive student event that was enjoyed by all.

PBS Ice-Cream Social – October 31, 2019

The Transportation Department showed their support for the annual PBS Ice Cream Social by encouraging employees to staff the event and provide logistical support/set-up for the event. Transportation Staff also promoted their PBS spirit and Anti-Bullying prevention programs by wearing their Orange T-Shirts with the slogan "*Bully Free is the Way to Be*" in support of this initiative. Staff scooped, sprinkled, and served many gallons of ice cream to our students throughout the day. The Transportation Department is a proud partner of the PBS Program!

Respectfully Submitted,
Julia Mintzer
Administrator of Business Services

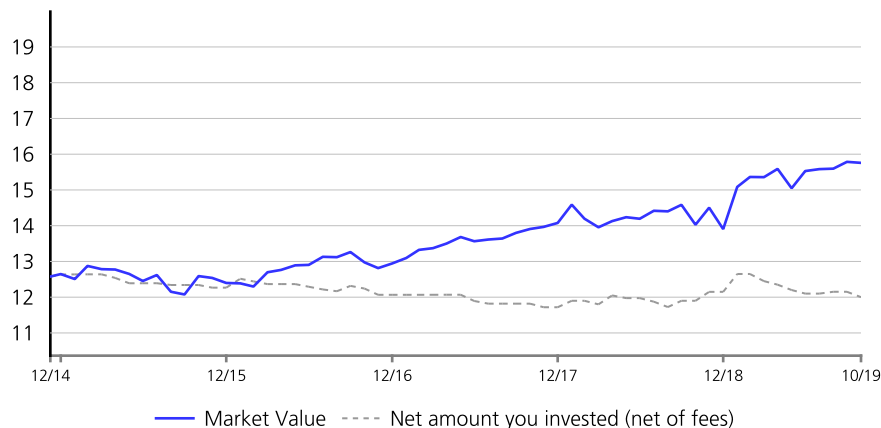


Performance review

as of October 31, 2019

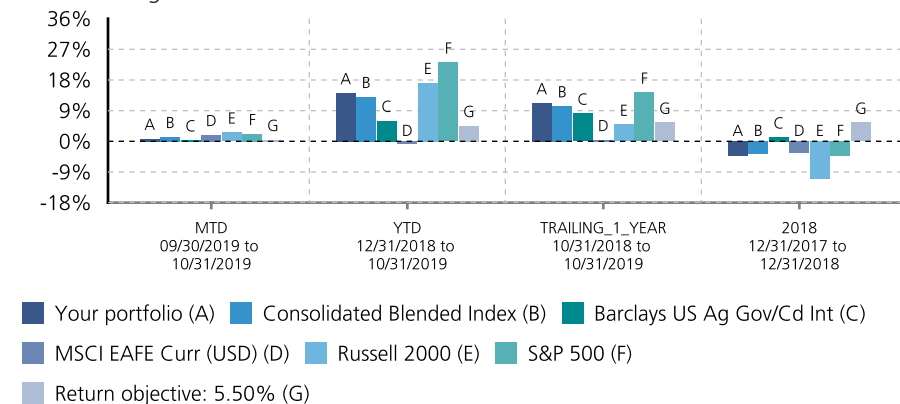
Sources of portfolio value

\$ Millions



Portfolio and selected benchmark returns

Net Time-weighted returns annualized



Consolidated Blended Index: Start - Current: 3% MSCI Emerging Markets-NR; 9% Russell Mid Cap-Eq Wt; 3% Russell SmCap Complete; 12% MSCI EAFE-NR; 12% Russell 1000 Growth; 13% Russell 1000 Value; 48% Barclays US Ag Gov/Cd Int

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

Report created on: November 01, 2019

Board of Trustees Meeting, December 13, 2019

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Consolidated report prepared for Board Of Trustees For

NX XX189 Fixed Income
NX XX181 ESG
NX XX191 Div Ruler
NX XX187 Fixed Income
NX XX186 Div Ruler

NX XX190 QGARP
NX XX188 QGARP
NX XX182 SMID Equity
NX XX183 ESG
NX XX184 Div Ruler

Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 09/30/2019 to 10/31/2019	YTD 12/31/2018 to 10/31/2019	1 Year 10/31/2018 to 10/31/2019	2018 12/31/2017 to 12/31/2018
Opening value	15,786,356.30	13,904,916.17	14,026,767.23	14,076,855.86
Net deposits/withdrawals	-172,276.49	-234,405.53	15,594.47	337,970.94
Div./interest income	14,572.71	300,167.26	388,390.71	401,581.52
Change in accr. interest	10,861.35	13,000.04	2,306.04	-1,951.54
Change in value	117,856.61	1,773,692.55	1,324,312.03	-909,540.61
Closing value	15,757,370.48	15,757,370.48	15,757,370.48	13,904,916.17
Net Time-weighted ROR	0.77	14.17	11.23	-4.15

Net deposits and withdrawals include program and account fees.

Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

	MTD 09/30/2019 to 10/31/2019	YTD 12/31/2018 to 10/31/2019	1 Year 10/31/2018 to 10/31/2019	2018 12/31/2017 to 12/31/2018
Your portfolio(%)	0.77	14.17	11.23	-4.15
Consolidated Blended Index	1.30	13.05	10.33	-3.74
Barclays US Ag Gov/Cd Int	0.33	6.06	8.18	1.19
MSCI EAFE Curr (USD)	1.88	-0.69	0.41	-3.37
Russell 2000	2.63	17.18	4.90	-11.01
S&P 500	2.17	23.16	14.33	-4.38
Return objective: 5.50%	0.46	4.56	5.50	5.50

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Additional information about your portfolio

as of October 31, 2019

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

	Performance	ITD Start date to 10/31/2019
Consolidated	12/08/2014	5.60%

Portfolio does not contain applicable holdings - exhibit intentionally left blank.



Disclosures applicable to accounts at UBS Financial Services Inc.

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

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

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

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

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

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

performance reflected in the performance reports provided to you as part of those programs. For fee-based programs, fees are charged on the market value of eligible assets in the accounts and assessed quarterly in advance, prorated according to the number of calendar days in the billing period. When shown on a report, the risk profile and return objectives describe your overall goals for these accounts. For each account you maintain, you choose one return objective and a primary risk profile. If you have questions regarding these objectives or wish to change them, please contact your Financial Advisor to update your account records.

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

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

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

09/30/2010, Advisory assets on or after 12/31/2010, SWP sleeves on or after 04/30/2018 as well as all Asset Class and Security level returns.

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

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

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

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

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

cannot invest directly in the indices. Market index data maybe subject to review and revision. Further, there is no guarantee that an investor's account will meet or exceed the stated benchmark. Index performance information has been obtained from third parties deemed to be reliable. We have not independently verified this information, nor do we make any representations or warranties to the accuracy or completeness of this information.

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

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

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

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

Net Deposits/Withdrawals: When shown on a report, this information represents the net value of all cash and securities contributions and withdrawals, program fees (including wrap fees) and other fees added to or subtracted from your accounts from the first day to the last day of the period. When fees are shown separately, net deposits / withdrawals does not include program fees (including wrap fees). When investment return is displayed net deposits / withdrawals does not include program fees (including wrap fees). For security contributions and withdrawals, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts. Wrap fees will be included in this calculation except when paid via an invoice or through a separate accounts billing arrangement. When shown on Client summary and/or Portfolio review report, program fees (including wrap fees) may not be included in net deposits/withdrawals.

PACE Program fees paid from sources other than your PACE account are treated as a contribution. A PACE



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

Program Fee rebate that is not reinvested is treated as a withdrawal.

Dividends/Interest: Dividend and interest earned, when shown on a report, does not 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 account statement for important information regarding the pricing used for certain types of securities, the sources of pricing data and other qualifications concerning the pricing of securities. To determine the value of securities in your account, we generally rely on third party quotation services. If a price is unavailable or believed to be unreliable, we may determine the price in good faith and may use other sources such as the last recorded transaction. When securities are held at another custodian or if you hold illiquid or restricted securities for which there is no published price, we will generally rely on the value provided by the custodian or issuer of that security.

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

Variable Annuity Asset Allocation: If the option to unbundle a variable annuity is selected and if a variable annuity's holdings data is available, variable annuities will be classified by the asset class, subclass, and style breakdown for their underlying holdings. Where a

variable annuity contains equity holdings from multiple equity sectors, this report will proportionately allocate the underlying holdings of the variable annuity to those sectors measured as a percentage of the total variable annuity's asset value as of the date shown.

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

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

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

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

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

- 1) Have there been any changes to your financial situation or investment objectives?
 - 2) Would you like to implement or modify any restrictions regarding the management of your account?
- If the answer to either question is "yes," it is important that you contact your Financial Advisor as soon as possible to discuss these changes. For MAC advisory accounts, please contact your investment manager

directly if you would like to impose or change any investment restrictions on your account.

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

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

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

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

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

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Performance details by month

for December 31, 2018 to October 31, 2019

NX XX189 Fixed Income
NX XX181 ESG
NX XX191 Div Ruler
NX XX187 Fixed Income
NX XX186 Div Ruler

Consolidated report prepared for Board Of Trustees For

NX XX190 QGARP
NX XX188 QGARP
NX XX182 SMID Equity
NX XX183 ESG
NX XX184 Div Ruler
NX XX185 QGARP

Consolidated

	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) since start date
2019	13,904,916.17	-234,405.53	300,167.26	13,000.04	1,773,692.55	15,757,370.48	14.17%	14.17%
Oct 2019	15,786,356.30	-172,276.49	14,572.71	10,861.35	117,856.61	15,757,370.48	0.77%	14.17%
Sep 2019	15,595,631.10	0.00	39,556.05	-2,705.96	153,875.10	15,786,356.30	1.22%	13.30%
Aug 2019	15,582,681.85	51,254.71	25,286.86	-1,354.66	-62,237.67	15,595,631.10	-0.24%	11.93%
Jul 2019	15,528,638.69	-21,819.12	30,953.28	-727.18	45,636.18	15,582,681.85	0.35%	12.20%
Jun 2019	15,047,162.42	-100,000.00	49,467.89	4,336.72	527,671.66	15,528,638.69	3.88%	11.81%
May 2019	15,589,090.90	-150,000.00	40,156.58	-14,520.27	-417,564.78	15,047,162.42	-2.54%	7.64%
Apr 2019	15,357,968.56	-122,169.23	19,954.48	7,558.28	325,778.81	15,589,090.90	2.16%	10.44%
Mar 2019	15,362,944.19	-199,833.68	38,412.91	3,495.95	152,949.19	15,357,968.56	1.28%	8.10%
Feb 2019	15,084,454.27	0.00	12,175.46	8,466.52	257,847.93	15,362,944.19	1.85%	6.73%
Jan 2019	13,904,916.17	480,438.28	29,631.04	-2,410.73	671,879.51	15,084,454.27	4.80%	4.80%
Total	\$13,904,916.17	\$-234,405.53	\$300,167.26	\$13,000.04	\$1,773,692.55	\$15,757,370.48		14.17%

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.

Board of Trustees Meeting, December 13, 2019

Report created on: November 01, 2019

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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 account statements and official tax documents are the only official record of your accounts and are not replaced, amended or superseded by any of the information presented in these reports. You should not rely on this information in making purchase or sell decisions, for tax purposes or otherwise.

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

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

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

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

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

performance reflected in the performance reports provided to you as part of those programs. For fee-based programs, fees are charged on the market value of eligible assets in the accounts and assessed quarterly in advance, prorated according to the number of calendar days in the billing period. When shown on a report, the risk profile and return objectives describe your overall goals for these accounts. For each account you maintain, you choose one return objective and a primary risk profile. If you have questions regarding these objectives or wish to change them, please contact your Financial Advisor to update your account records.

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

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

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

09/30/2010, Advisory assets on or after 12/31/2010, SWP sleeves on or after 04/30/2018 as well as all Asset Class and Security level returns.

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

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

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

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

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

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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.

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

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White Cane Day Celebration 2019

On October 15th, Kandi Lowe from Beach 105.5 FM played the radio interview of Gracie Helton, Nathaniel Figueroa Borrero, and Logan Strickland. The interview contained information about the white cane law, why we celebrate white cane day, and some tips when encountering a person that is visually impaired. Kandi was able to play the interview during her radio show on White Cane Day during the 3 o'clock hour. She also had the students create a public service announcement that will air throughout October.

The theme of this year's White Cane Day Celebration was, "Oh, the Places Your Cane Will Go." Each student and staff member in the blind department were given a t-shirt to wear on October 18th during our celebration. The elementary, middle, and high school students each participated in a game show similar to the Family Feud by Mr. Cosgrove. There were two teams for each grade level, which contained students that were recommended by staff members to be on the team.

Each Family Feud session included questions regarding orientation and mobility concepts. The teams had a lot of fun competing! The winning teams were the Candy Canes (elementary), Cane Questers (middle school), and Hurri-Canes (high school). O&M Awards were given to students in each grade level.

We want to thank D&B Designs for taking our ideas and designing an amazing t-shirt! Thank you to all of the families that were able to celebrate White Cane Day! Thank you, Beach 105.5 FM and Kandi Lowe, for interviewing our students and creating a public services announcement that aired on the White Cane Day, October 15th. We also want to thank DOTZ for donating tactile t-shirts for two of our O&M Awards for each grade level. We can't wait until next year's celebration!

Jennifer Enache – Orientation and Mobility Specialist

Cane Quest

On November 9th, 2019, ten students from FSDB traveled to Tampa, Florida, to compete in Cane Quest 2019. Out of the 46 students competing, ten of the students were FSDB students! The students participated in challenges involved around cane technique, indoor travel, residential travel, small business travel, and bus travel. Depending on the age of the student, they were put into either the category for Scout, Explorer, or Trailblazer. The theme for this year's Cane Quest was "Bat's What I'm Talking About." During the celebration, the students learned about bats through hands-on activities. The Tampa Bay Bat did a presentation on bats and brought some for the students to see and hear how echolocation is used with bats' travel.

One of the Orientation and Mobility Instructors was able to attend the Cane Quest to volunteer and set up a booth to provide information about FSDB to the families. Many people came up to the FSDB table and asked about the school, boarding, extracurricular activities, and Summer

Academy. Several people were surprised by all of the programs the school has to offer. Many parents were very interested in learning more about the school and sending their child to FSDB for the Summer Academy. During the award ceremony, FIMC announced that there were ten students from FSDB at the event, everyone was surprised and happy to hear that so many were there representing FSDB.

Jennifer Enache – Orientation and Mobility Specialist

Homecoming

Homecoming events took place during the week of November 4th in the blind department. The events culminated with the presentation of the homecoming court on Thursday, November 7th. The presentation took place on the football field, and as part of this event, each high school class took part in a spirit day competition with all the trimmings, including themed props, costumes, and decorations. Each class decorated a golf cart according to their spirit theme, and the students and golf carts paraded around the football field to show their spirit. Staff were selected to judge this competition.

FSDB's drumline group, Blind Cadence, performed as guests arrived for the festivities, and our new Cologuard, Illusion, also gave us their very first performance!

Next came the presentation of the Homecoming 2019 court. Luke Boccuzzo and Z'Leah Liburd were crowned king and queen, and Tristan Brennan and Natalie Cruz were crowned prince and princess.

Five members of the blind department alumni were also on hand for the festivities. Ahead of the homecoming events, the alumni presented information on life and transition to several high school class groups. During the homecoming events, they gave the senior class with a very gracious donation toward their senior class expenses. Our students and staff alike are so grateful to have such an active, committed, and supportive alumni group!

The day was topped off with a formal evening homecoming dance on campus. A DJ was on hand, food and snacks were provided, and the Enchanted Garden decorations were absolutely beautiful!

Carol Bogue - Principal

High Math Update

This month in Algebra 1A/B and Intensive math with Mrs. Brigit Jensen has been full of Fall Projects. The students in Alg. 1A have started their Floor Plan Projects where they will use area, fractions, percents, and spatial organization to design and execute a Fall Themed Floor Plan, and then they will build a model of their house for display. The students in Alg. 1B have started their Design and Market Project where they will design a product, conduct market research, calculate the cost of materials, selling price, and profit, and then will build a prototype for display. Finally, in Intensive Math, the students completed a Mini Project, where they answered basic math questions paired with color designations that allowed them to produce fun fall time pixel art.

Brigit Jensen – BHS Math Teacher

The Great Pumpkin Experiment

Orientation and Mobility took students in the Blind Department on a field trip to a Pumpkin Patch to select pumpkins and then practice their estimation and prediction skills. Students had to feel the pumpkin and guess the height, circumference if it would sink or float, and how many seeds were inside the pumpkin. Each student provided an estimate or prediction, and then they got to see the final results. The most shocking part was seeing the pumpkin float! In the end, they each got to paint their own pumpkin.

Jennifer Enache – Orientation and Mobility Specialist

Professional Development: Orientation and Mobility, The Blind Experience and Parent University

The Blind Experience is led by Orientation and Mobility Specialist, Cristina Sapp. It offers the opportunity for staff members to engage in blindfold training while learning Orientation and Mobility cane techniques and travel strategies. The professional development course lasts 12 weeks. On October 22nd, the staff completed their 9th week of the class at DOTZ. The lesson focused on localizing the sound of traffic to find the sidewalk, hearing a musical clue to locate the entrance to DOTZ, having a conversation with an unfamiliar person, making a snack and beverage selection, completing a transaction, and playing a tactile tic-tac-toe game. All while blindfolded! The group handled the pressure like champs.

On October 22nd, Orientation and Mobility Specialist, Cristina Sapp, hosted a Parent University class that focused on proper human guide techniques and cane techniques to prepare families for the upcoming Cane Quest competition in Tampa, Florida. The Braille Institute hosts an annual Cane Quest competition to test the orientation and mobility skills of students who are blind or have a visual impairment. The competitors are divided into one of three groups, which is dependent on their age: Scouts, Explorers, or Trailblazers. To learn more about Cane Quest visit: www.brailleinstitute.org

Cristina Sapp – Orientation and Mobility Specialist

December Teacher Spotlight: Mike Zuaro

Mike Zuaro teaches various subjects and grade levels to students with learning disabilities in the Blind Middle School. On any given day, he might be reading aloud from different genres or discussing events in American history. Mr. Zuaro asks questions to tie in a student's life experiences "text to self." During history lessons, he scaffolds students through the use of analogy and metaphor, for example, contrasting the U.S. & Puerto Rico's modern relationship with England & the U.S.'s past colonial relationship. His students read from textbooks, from textbooks with magnification devices, from large print versions of textbooks, and braille transcription versions of textbooks. Mr. Zuaro is well-versed in these adaptations, and expertly supports students as he teaches. Inspirational bulletin boards contain motivational posters; one poster explains that Franklin Delano Roosevelt, disabled at age 39 due to polio, was elected President of the United States (before term limits) a whopping four times. A poster of Albert Einstein states that "Even Einstein Asked Questions," clearly meant to encourage students. Students are indeed comfortable enough to

ask anything, as when a student asked incredulously, "Am I reading this right?" amid a heavy-vernacular reading passage. Mr. Zuaro gently assured her that she was!

1. How did you come to be a teacher at FSDB?

I was working in St. Johns County at the Gaines Alternative Center as a drop-out prevention teacher with at-risk high school students. It was time for a change, so I applied for the Specific Learning Disabilities Resource Teacher position in the Blind Department. That was 18 years ago.

2. Why did you choose this population to work with?

I've earned a Master's Degree in Specific Learning Disabilities because I have a learning disability. It is my way of giving back and helping those students who struggle to realize they are capable of accomplishing their life goals. Working with students who are blind or low vision and who are also identified as SLD – that's just the icing on the cake.

3. What are your teaching passions?

My teaching passions include teaching American History. What better subject to teach to young people than to teach about our Nation's story. I've been fortunate to have the opportunity to teach American History to a group of 8th graders this year.

4. What lesson have you learned from your students most recently?

As I grow older, there have been times when I've stopped to remember what it's like to be a teenager. I *think* I remember, but then realize just because I was that age at one time in my life it doesn't make my own experiences "the expert guidelines" to go by for all teenage experiences past or present. I've learned to listen to my students and try to put myself in their shoes. That is a timeless philosophy, but it has been a practical approach to helping my students.

5. What do you do with your time outside the classroom?

I spend a lot of my time away from FSDB with my children. I have three kids, ages 8, 13, and 14. When I do have a few moments to myself, I enjoy fixing up my old Chevrolet pickup truck.

Christi Boortz- Grants Coordinator

Goalball National Championships

The FSDB Boys Goalball Team won their second consecutive USABA National High School Goalball Championship in Austin, Texas, on November 16th. The following FSDB players were named to the 2019 All-American Team: Kolton Kimbell, Tre'Shaun Faison, and Luke Boccuzzo. USABA officials, rival coaches, and parents repeatedly commented on the team's character both on and off the court.

The tournament started with a 7-9 loss to Virginia after a long travel day. The team reset the next day with a 10-0 win over Arizona, another 10-0 over Washington, and an 11-1 quarterfinal win over Mississippi. On Championship Saturday, the team faced and defeated the host team Texas with a convincing 9-4 win in the semifinals. In the Championship Finals, the team once again faced Virginia. Our starters consisting of Kolton, Tre'Shaun, and Luke, immediately took it to Virginia with the result of a 14-4 win. Team members included: Kolton Kimbell (12th grade), Tre'Shaun Faison

(11th grade), Luke Boccuzzo (11th grade), Thomas Rice (11th grade), Lance Gardenhire (11th grade), and Joshua O'Connor (8th grade).

Keith Young – Head Goalball Coach

The FSDB Girls Goalball Team won their fifth consecutive USABA National High School Goalball Championship. They were 8-0 in the tournament. They defeated the home team, Texas, 10-0, in the championship game to claim the gold medal and their fifth consecutive title, further extending their record-breaking winning streak. The girls' played rock-solid defense the entire tournament. After giving up five goals in their first game of the tournament, which they won 12-5 against Georgia, they would only be allowed one in their remaining seven games. Offensively, the Lady Cobras executed their shots with a high degree of accuracy, frustrating their opponents with the combination of stifling defense and good shot-making.

The team was represented by four Seniors competing in their final nationals. They were Aaliyah Ferguson, Adiana Brennan, Meli Hatcher, and Veronica Hyatt. Junior Brianna Cruz provided outstanding defensive work at the center position, and Sophomore DeJonae Levers contributed nine goals and excellent defense as well when her number was called. Veronica led the way in scoring, tallying 30 goals, and Aaliyah chipped in another 25 goals to add to the offensive totals. Adiana and Meli also contributed significantly as our depth proved very beneficial throughout the tournament.

Aaliyah and Veronica were both named to the All-American team. Several participants and spectators were so impressed with the team's communication, precision, and skill. During the post-game interview, the players credited their preparation and hard work that they put in and how good they felt that it all paid off. When asked how they worked so well together, Veronica stated: "We are a family, this is just what we do."

James Crozier - Head Goalball Coach

FSDB Blind Colorguard

On October 17th, the new Blind Color Guard, Illusion, was fitted for uniforms. Algy, a uniform company, sent a representative to FSDB's campus to measure each of the performers. The performers got the chance to feel, explore, and try on the different uniform options. The experience encouraged the performers to work as a team to select a uniform that was appealing to everyone on the team. The illusion did a fantastic job with this challenge.

Cristina Sapp – Colorguard Coach

Middle School Band

We are thrilled to have started a middle school band program this year! The band is a four-credit elective class for interested seventh and eighth graders that meets 2.5 times per week. In its first year, the band has 15 students who chose the class. They are all beginner students on flute, clarinet, trumpet, trombone, and percussion. In addition to learning to play their instruments, they learned band literature, functioned as a team, and learned how to read print and/or braille music code. At

the quarter break, section leaders were chosen based on their proven leadership, academic, and character capabilities. Their debut performance will be on December 18 at 2:00 in the school programs Holiday Concert.

Leslie Costello – Music Teacher

Piano Classes Update

During the first quarter together, I have met many of the awesome students at this school! I am impressed with the sweetness and tenacity of the children and staff alike! Teaching grades K-12, I encounter every educational level, and they indeed are amazing!

K-5 students have been working on the basics of music notation, theory, and history. They enjoyed singing "Steady Beat" while the older students are delving into the past and "Classical Connections" through listening and playing recorders and pitched/non-pitched percussion instruments.

M/J Music Performance has extended this Classical Connection with more listening and performance on the digital pianos! They are learning the proper technique of playing piano, basic theory and notation, composers, and performance etiquette. I am astonished at their accomplishments in such a short time!

High School Keyboarding students are continuing the performance journey! They are learning more in-depth theory and notation, performing in several different keys, and have begun the basics of transposition of music.

The HS Chorus never ceases to amaze me! We have a great group that loves to perform and do it well! They have been known to ring warm-up chords, producing overtones! We have incorporated the science of sound production into their learning while preparing for our annual holiday concert. These students are our future, our leaders. And from what I can see, our future is BRIGHT!

Laurie A Wohl

Musical Groups Update

N'Vision did the first mini-concert of the year on October 10 and demonstrated an impressive level of talent for such a young group. On Oct 16, Outta Sight made its annual trip to Daytona Beach State College to perform for the Disabilities Awareness Day event.

The Jacksonville Jumbo Shrimp have requested that Outta Sight and N'Vision come to Jacksonville to perform the National Anthem and the Seventh Inning Stretch Song at one of their games in May.

Jim Carpenter – Music Instructor

18th Annual Tactile Art Show

The Tactile Art Show is produced each October as part of the international Art Beyond Sight global awareness campaign to enhance arts accessibility for the blind and visually impaired. Touchable art that is both visually appealing and engaging for the blind includes sculptures, assemblages, ceramics, figures, textiles, and more. The Tactile Art Show features works created by local artists, along with Braille signage prepared by students from the Blind High School. On October 4, five

students visited the St. Augustine Art Association to Braille over 50 signs for the gallery. Signs identified the name of the piece, artist name, art medium, and price for each work of art on display. The students then experienced the show with a private viewing and voted for the student's choice award. This annual event is a partnership with the St. Augustine Art Association, the Florida School for the Deaf and the Blind and sponsored by VyStar Credit Union.

Angela McCutcheon – Braille Specialist

Physical Education Update

Deaf Elementary School boys began a soccer unit. They have learned and practiced techniques on how to control the soccer ball, all while playing different lead-up games. Deaf Lower Elementary School boys and girls have been participating in various parachute activities and games to develop fundamental skills and to promote cooperative group play. The parachute is a great way to encourage students to work together while having fun!

Deaf Middle School boys completed a unit in football. The unit included ultimate football, which is a non-stop fast-paced game derived from ultimate frisbee, as well as the more traditional game of flag football.

Deaf High School, HOPE Class students, completed their First quarter project by developing their own 4-week exercise program utilizing the principles of overload, progression, and specificity.

Deaf HS students in the Weight Training class focused on training strategies and intensity techniques to ramp up their training and to do more work in less time. Students will begin using a personal fitness log to record all their workout data.

Blind Middle School

Students in Mrs. Tutak's PE class completed a weight training unit. They learned about weight room safety, proper form, and orientation around the facility. Students also completed their second physical fitness test for the school year. They had their height and weight recorded as well as participated in a timed mile, sit-ups, pull-ups, sit and reach, and the shuttle run.

Blind High School HOPE Class

Students in HOPE have been focusing on mental and emotional health. Students have been learning about how to deal with their emotions and stress. They have learned about the everyday stressors in all aspects of their lives and how to deal with stress. Students have been participating in the fitness testing assessment, including height, weight, a timed mile, sit-ups, pull-ups, sit and reach, and the shuttle run. HOPE class students are continuing to work on their short-term health & fitness goals before the end of the semester.

Tutak- Weight Training

Students in the weight training class have been creating their weekly workout plan. Students have been setting weight room goals and working on their specific goals every week. They have been learning about split body part training, including chest/triceps, back/biceps, legs, shoulders, core and cardio throughout the week.

Adolf - Weight Training

The HS students have started using multiple stations and exercises to target specific muscle groups. They have moved from the neuromuscular adaptation phase into the muscle hypertrophy phase. In this phase, they learned that varying the repetitions and pacing of the exercises recruits more muscle fibers, thus increasing one's strength and muscular endurance. The students continued to incorporate proper warm-up and cooldown activities.

Submitted by:

Carol Bogue

Blind Department Principal



Deaf Department updates:

The first quarter is complete, and we are midway through the second quarter of the school year. During teacher observations, one can see how our students are engaged and challenged to be the very best versions of themselves. School data chats on behavior, attendance, and academic needs are happening monthly in order to observe trends and patterns for early interventions. These are discussed at the Multi-Tiered System of Support Teams with a multidisciplinary group of professionals to provide layers of support. This weekly team allows the schools to stay on top of the student needs and provide support at all levels.

One of the initiatives currently being addressed is the required instruction for schools, which includes 5 hours of mental health training, substance abuse training, and child trafficking education. The Deaf Department currently has many supports already in place with required PBS training, D.A.R.E. (Drug Abuse Resistance Education, Middle School PE/Health, and Hope curriculums. These are all being examined and revamped to ensure compliance with new mandates. It is truly inspiring to know that we already provide these supports for our students.

During the months of September and October, the Deaf Department celebrated Unity Day, Homecoming, held Skit Night where the Homecoming King and Queen were crowned, and There have been some proud moments for our department as a whole with our Volleyball team winning the Mason Dixon tournament, our Football team being named the 8-man team of the year by Silent news, and one of our swimmers was invited to Brazil to attend the Deaf Olympics. The Deaf Department strives to build the whole child: academically, socially, emotionally, and physically as we prepare them for a lifetime of success.

Elementary:

During October, Positive Behavior Support was the theme of Deaf Elementary School. Students participated in a poster contest to celebrate PBS. The PBS committee, which includes the students, selected four winners of the contest. Winners were announced at the first Honor Roll Assembly, which is led by students, on October 28th at 12:15 in the Music Building. The winner's drawings are made into posters, and the grand prize winner design is made into both a large poster and a T-shirt. The posters will be displayed in the school and dorm, and the T-shirts will be worn by the winner, Ms. Heidi, and Marilyn Miller (behavior specialist) for Honor Roll assemblies and other special days during the school year.

Elementary students receive a packet of summer work at the end of each school year. Students who complete their packets are awarded "ThinkStretch" Summer Learning Medals, books, bookmarks, pencils, and other goodies. In addition, ten students earn two special treats for completing all of their reading. These students all earned a special lunch with Ms. Heidi in the cafeteria, and they had a pizza and ice cream party with Ms. Heidi and Ms. Cally, the reading specialist. This is a way to

celebrate continual learning and to recognize students who work hard to continue to grow throughout the summer.

In October, Deaf Elementary had a school-wide election for Heidi's Helper. Heidi's Helper assists with monthly playground meetings and quarterly Honor Roll assemblies. The 4th-grade teachers submitted nominees, and the students were given an opportunity to give campaign speeches during recess. The election was held the following day, and results announced. Our selected helper completed his first role in his official capacity by attending the Board of Trustees meeting and lead the Pledge of Allegiance, representing Deaf Middle School.

During October, the Deaf Elementary School celebrated homecoming by attending the Homecoming Parade. The cars, tractors, and McGruff, the crime dog, were big hits with the students. Deaf Elementary School was also invited to an assembly to celebrate the Mason-Dixon champions and the football team. There was a note from the Tennessee School for the Deaf about how respectful and kind our visiting football team was. The Elementary students look up to the High School students. This was an opportunity for them to see positive role models in action.

Also, in October, Deaf Elementary School hosts the annual Vocabulary Showcase. Students from both the Blind and Deaf Elementary Schools dress up in a selected vocabulary word and showcase their word in Kirk Auditorium. The audience included middle and high school students who came out to support the little ones. This year, it coincided with our Unity Day celebration and our PBS ice cream social.

The biggest hit of the month was the celebration of World Kindness Day. Students and staff gathered on the playground to learn and talk about kindness. Everyone selected an "act of kindness" to perform that day. Some examples of actions selected were; inviting someone new to play with at recess, letting someone go first in line, and watering office plants. Although we celebrated World Kindness Day, the acts of kindness continued for days after the event. One student asked to write a nice note to Ms. Heidi. When asked if this was her chosen act of kindness, the student replied: "No, kindness is not limited to just ONE act!". Kindness was spread freely in our school and truly became contagious.

It is hard to keep track of all of the wonderful PBS and learning moments that occur in Gore Hall. These are just a few spotted over the last two months:

- Kindergarteners learned about John Chapman, better known as Johnny Appleseed, with a full day of activities such as graphing, counting, and tasting all types of apples. They explored "Kids Town" this month and engaged in pretend activities in this mini-community. A Kindergartener who moved up a color level in the 100 Book Challenge Program was recognized. In Learning Lab, they learned about World Kindness Day, after which two students posed for a picture to demonstrate their friendship. Automatic kindness was recognized when a student dropped a folder, and a peer picked it up and put it into his backpack.
- First graders celebrated the mastery of routines. A PBS moment occurred when another student was spotted being an encourager to a peer. A favorite moment was when a student was able to self-correct in math after an "ah-hah" moment. Another student completed an

assignment in the learning lab successfully and smiled proudly as if to say, "I did it!" It is beautiful when first graders are seen showing cooperation and respect by helping others with math work. An entire first-grade class earned PBS tickets from Ms. Marilyn, our Behavior Specialist, for being cooperative and friendly outside.

- Second graders are learning addresses, cities, states, countries, and continents. An exciting moment occurred when a student who has struggled with enjoying writing was overheard saying, "I hope I get to work on my fox story!". The teachers work hard to help students change their perspectives on challenging activities. This was a small moment that demonstrated that they are making a difference.

Teachers are also able to see when students connect their learning to real life. After the lesson on weather tools, a 2nd-grade student noticed the weathervane on the gymnasium and demonstrated their connection. These are moments to celebrate. On Veteran's Day, 11/11, second graders made ribbon pins and cards and delivered it to our campus veterans. One special Veteran came to find them the next day to tell the class how much their gift was appreciated.

- Third graders took a field trip to the University of North Florida Nature Trails. While there, they learned about a variety of flora and fauna. Regrouping is a math topic that the third graders are learning. Dr. Heidi Jordan came in to observe and helped a student understand this tough topic. Third graders are also showing love for reading. Two students were recognized for taking the time to read while waiting for the bus. Other third graders were recognized by their willingness to help walk first-grade students to the distance bus.
- Fourth graders have been immersing themselves in reading and enjoying time with their favorite librarian, Mr. David Snow. They took a field trip this month to the Fountain of Youth. This was a favorite moment for this grade level. A fourth-grader was also celebrated for reaching 100% on their ST Math. One fun moment was when the fourth graders spontaneously formed a "Conga Line" during a field trip.
- Fifth graders demonstrated their love of reading by asking for additional reading time on Fun Friday. The Safety Patrol Squad was selected this month. One student has worked hard at proving himself to be respectful, responsible, and cooperative. The fifth-grade team was so proud of this student for working so hard. He was recognized and selected to join the Safety Patrol Squad. Fifth graders love being recognized. A fifth-grade student was spotted practicing the Pledge of Allegiance in hopes of being chosen to attend a Board meeting to recite the Pledge. One of the favorite moments for our fifth graders in October was the field trip to the pumpkin patch and the corn maze. They loved the corn pit during their visit.

Deaf Elementary School strives to lay the foundations of both academics and social skills in a fun, meaningful way. We recognize and celebrate our students at each stage of their learning.

Middle School:

Mentioned in last month's report, Dragon Time was added on Fridays to provide time to teach social skills and to provide time for PBS initiative training. During September, our mental health team, including our counselors, behavior specialist, and school psychologist, led students in kindness and

compassion training. Students were reminded of our bullying policy. They were taught what is bullying and what is not bullying. Students signed a Kindness Challenge to promote kindness, compassion, and respect. For Cyberbullying, our team promoted staying out of high-tech trouble. Students were taught concepts for being safe cyber-citizens. These concepts included: to be positive in interactions online, to keep passwords to themselves, to think before posting, to be mindful that online posts do not go away, to always report cyberbullying, and to never share personal information online.

During October's Dragon Time, students had some adventure-based fun. They were provided with a challenge that would allow them to problem solve and function as a team. They were presented with an ASL story that was told about a plane crash in the mountains. The students had to work with their team to agree upon ten items they would take from their wreckage to survive. Through the process, students unknowingly worked out their teamwork skills, practiced politely disagreeing with others, and worked on critical thinking processes. During an after-activity debriefing, the student discussed how their teams functioned, what roles each member assumed, and why. They also discussed how this activity could relate to the classroom, problem-solving with friends, and everyday life.

In Middle School, academics become more challenging as students work to meet the standards and to prepare for high school. To support our students, DMS has kicked off the tutoring and homework help program. This program will provide small-group math and English/Language Arts instructional support. Approximately 42 students will be receiving tutoring. Ms. Kristin Ocasio is our tutoring coordinator. She has been working hard to ensure that all of our students who need support receive it.

An exciting event that happened September was the firsthand history lessons our 8th graders experienced. They visited the Mission, the Fountain of Youth, the Colonial Quarters, and the Pirate Museum. The day culminated with a visit to the Castillo de San Marcos. In October, the 8th graders visited the Kennedy Space Center. This was the culmination of a unit during which they explored the history of the space race, practiced reading comprehension skills with the book "Hidden Figures" and had educational videos that primed their background knowledge for the experience. These trips allowed them to reflect on what they have been learning in their history and science courses and to apply the course standards to real locations and events.

HIGH SCHOOL:

In Deaf High School, the academic teams continue to work together to analyze student data to find areas to strengthen teaching. To support the academic teams, the teachers are attending monthly training on Visual Learning, which encompasses a myriad of strategies to be used to teach concepts visually and make them accessible to our Deaf learners. These trainings being taught to our teams by the Assistant Principal, Math Specialist, and Reading Specialist.

Teachers are meeting to assess student progress and growth through their monthly data chats. One of the tools that they utilize to measure growth includes IXL, a program that helps students to work individually on the standards. The program is a continuous diagnostic assessment that pinpoints what students know and shows students the next steps to strengthen areas of need. Students can track their progress, which allows them to take ownership of their learning. This tool is being used in both English and Math Courses. The teachers are diligently following the Florida Sunshine State Standards in the content areas.

Recently, one of our ELA teachers attended the Florida Educators of the Deaf and Hard of Hearing (FEDHH) conference to present on Signed Reading Fluency and its role in improving reading comprehension. This is a technique that has been shown to help students show growth. This premise behind this teaching technique is that students learn visual grammar requirements and then film themselves reading a passage at their independent reading level. Teachers meet with their students for individual conferences to evaluate the video, determine ways to improve and create reading fluency goals. After working on the goals, students recreate the video and have a post-conference to review progress and achievement.

In addition to core academic courses, our electives and support teams are teaching students to connect to their communities. Our English For Speakers of Other Languages team hosted a cultural event for their students. The Deaf Studies and ASL classes created a video to celebrate the International Week of the Deaf and to share its history. Dance Troupe has been touring schools and colleges in the state, showcasing the talents of our students in both private and public venues.

The daily study hall, also known as Dragon Time, has provided an avenue for the mental health team to work with small groups on topics for PBS, Mental Health, and Social-Emotional Learning. Teachers are also using Dragon Time to work with students on their personal and educational goals. Every other Friday, there is a time set aside for class meetings. During this time, the Post Graduate students are reviewing financial literacy topics. They are working on the appropriate use of credit and debit cards. This is one more way we prepare our students to be successful after they exit our program. Another topic being addressed during Dragon time is Digital Citizenship. This topic covers online safety, protecting personal information, and understanding how what is posted on the internet is there forever. These soft skills

OFF-CAMPUS PROGRAM

We currently have twenty-two students are registered to attend off-campus classes at designated St. Johns County Schools, First Coast Technical College (FCTC), and St. John's River State College (SJRC). One student is attending St. Augustine High School to take Aerospace Technology 1. The class is learning about the history of aviation in Aerospace Technology. Our St. John's River State College students are enrolled in the following courses: Humanities, Pre-Calculus, Human Anatomy, and Physiology. We have students in the Agricultural Science Program, The Child Care program,

Cosmetology, Automotive, and Culinary programs. The students in each program are learning the following:

- The Agricultural Science class is learning how to operate two-cycle lawn equipment such as string trimmer, edger, blowers, and four-cycle mowing equipment. They recently completed a project at St Augustine High School, planting Bamboo, Loropetalum, and Lemon Lime Ligustrum at the entrance of the football stadium. They have also learned how to replace faulty irrigation systems and to use large mowers.
- Child Care students are learning how to observe child behaviors by watching and listening, asking questions, documenting, and analyzing the observed words and actions of children as they interact with their surroundings and other people. They are also learning Health, Safety, and Nutrition for young children. They are provided with information to help reduce illness and injury to children in a child care facility.
- Cosmetology students are learning the art of basic facials by cleaning pores, exfoliate dead skin cells, and treat common skin concerns. Each facial will begin with a consultation from the cosmetologist (student) to determine the right kind of products for a customer's skin. They are also working on cosmetology career skills such as makeup, sugar waxing, and eyebrow threading.
- Culinary students are studying ServSafe Food and Beverage safety. ServSafe is a food and beverage safety training and certificate program. Most restaurants require it as a basic credential for their management staff. Additionally, they are applying math skills by converting kitchen measurements, specifically for baking, since the ratio of ingredients needs to be exact to get the desired effect.
- Automotive Students are learning how to operate automotive power tools to tackle various projects. They are also provided ample time during the week to apply their knowledge of these tools in the auto bay area. They are also working on electrical circuits and the flow of electricity and its impact on vehicle maintenance. Recently, one of the Automotive Students interviewed at our local Bozard Ford. He was hired to work part-time in the service department because of his experience and learning at FCTC.

INTERPRETER SERVICES

The Interpreter Services department continues to stay very busy providing campus-wide interpreting services. Developing Child classes have begun twice-weekly needing interpreters. We have provided services in numerous required training, such as CPI, CPR, YMHFA, QPR, and also the new Alert training for all employees. We have been busy interpreting admissions on a weekly basis. We also provided interpreters for the Mason-Dixon Girls' Volleyball tournament, Broward County school safety tour, and off-campus events as well. Classroom language facilitation services are provided for sixteen students in over thirty classes per day in addition to providing services for several cross-enrolled students from Blind High School.

The Interpreter Services Department is so happy to welcome back Catherine Arasi Kelleher as the Interpreter Coordinator at St. Johns River State College. Catherine previously held this position at SJRSC and is delighted to be back. She is a welcome and friendly face for the college faculty and staff, and she is a wonderful resource and advocate for the deaf/hard of hearing students enrolled at SJRSC. Her office is located on the St. Augustine campus, but she will coordinate interpreting services for all three SJRSC campuses. The fall term is wrapping up with finals the week of December 9-13th. We are already looking at spring semester schedules for SJRSC students and FSDB dual-enrolled students.

The Sign Language Proficiency Interview: American Sign Language (SLPI: ASL) team conducted interviews and ratings for new staff members and staff members due to their assessments. A four-day team training by the National SLPI Board is scheduled for December 9th-13th. This training will be for all current and new SLPI: ASL team members. The SLPI team has grown from five members to nine.

Ms. Janelle Berry has been hired as our Staff ASL Instructor. Janelle will be an asset to the interpreter department. She is excited to begin planning and scheduling staff for ASL instruction. She will teach all levels of ASL for staff. She will provide additional support with one-on-one consultations/meetings, ASL learning lab materials, and direct instruction based on departmental needs. Classes for staff will begin the week of January 6th.

ANGELA SAUNDERS
Principal, Deaf Department



Career and Workforce Development Department

Submitted by Lee Hughes, Executive Director of Career Development

Priority Goal 1: Academic Achievement and Workforce Preparation

Animation and Art

- Middle school art: papier-mache mask, 3d printing, and perspective art
- High school animation: learning Adobe Animate CC animation program, Principles of Animation, production, basic 3d lighting, 3d rendering, and post-production.
- In High School art: there are four very self-motivated art students working on their own comics and digital illustration projects. They sometimes work together, sharing feedback and such.

Horticulture Science and Services (D&B Garden Center)

New Aqua Urban Aquaponics System is Nearing Completion

- The aquaponics system has been set up. Students followed the video directions to set up the system in the classroom. We did have a glitch as our classroom outlets were not GFI protected. The electricians at our school have been extremely helpful in assisting us in changing the outlets to be sure everything will be safe. Once the outlets are up to code for the system, we will fill the 60-gallon tank with water for the tilapia, and we will begin to grow herb/vegetables using the system for use by the culinary program.
- Our trip to Gyo Greens is next week. We are hoping to gain some tips from this trip for running our system. In December, we will visit a local aquaculture business - Sachs Aquaculture Industries - run by a former FSDB employee. We will purchase our fish from his fishery for our system after we tour the business.

Community Service Project with the St. Augustine Humane Society Completed

- The high school students delivered a very large box of pet food to the St. Augustine Humane Society. The food was greatly appreciated.

Students are Gaining Experience with Banking Protocols

- Students have been doing more with assisting with the banking duties. Students have been taking on more responsibility with counting the money for the beginning and end of the day. They have been learning how to fill out the required daily paperwork more independently. They are improving their skills in dealing with cash, check, and credit card sales.

Selling Dehydrated Pepper Products

- The students have been busy dehydrating peppers to create various pepper products to sell to customers. Students pick the peppers from our raised bed gardens, prepare them for the dehydrator, and then grind them up to create pepper powders to package and sell.

Build a Tradesman (BAT) Construction Program

- The 8th graders are making four mini garden beds for kindergartners. They employ their skills in handling power tools such as a cordless drill and use of screws. They work in teamwork to put together a piece. This was a fun activity for anyone interested in construction.

Culinary Arts Program

- At the Dragon's Lair Café, we have begun allowing students to choose a recipe of soup, salad, and a hot entree of the week as our Chef's specials. Students are featured on Yammer with their selection and pictures of them preparing their food items.
- Students work in teams to show off their knife skills with a pumpkin carving contest. DL Cafe customers voted for their favorite Jack-o-Lantern. Students also experimented with flavored roasted pumpkin seeds; the favorite flavor was voted on as well.
- Students prepared Thanksgiving lunches. They will learn the techniques of making stuffing and cranberries sauce from scratch. Students are learning how to plan and prepare a Thanksgiving feast for 100 people to serve on Wednesday, 11/20/19.

Promotional Enterprises (D&B Designs)

- DBDesigns attended the FEDHH conference last week in Daytona Beach Shores. FSDB and the Promotional Enterprises CTE program was well represented by students Skylar Thomas and Garrett Hunt and staff members Liliana Betancourt and Jamie Oliveira. They sold promotional items designed and manufactured by the students. Attendees were impressed by the students and their professionalism.
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- We look forward to this annual conference each year and the opportunity to showcase our program!

English Language Arts Specialists

Submitted by the Reading Specialists

- *Elisha Zuaro, Blind Department*
- *Brent Bechtold, Deaf High School*
- *Kathy Pyle, Deaf Middle School*
- *Cally Traetto, Deaf Elementary School*

Priority Goal 1: Academic Achievement and Workforce Preparation

- DMS 7th graders participated in a morning-long Read-a-Thon which encompassed:
 - Independently read a 100 Book Challenge book color levels
 - complete an on-line assessment after reading through the Reading Counts computer application
 - complete an Achieve 3000 TeenBiz article with multiple-choice activity
 - work in IXL (from "I excel") a language arts (& math) practice website for K-12 (subscription-based). It has unlimited questions on thousands of language arts topics and a comprehensive reporting system.

- celebrated the read-a-thon with a snack buffet where students could 'buy' snacks with the Dragon Dollars* they earned (*the DMS Positive Behavior Interventions & Support system - for showing cooperation, respect, & responsibility.)
- DMS students completing the goal number of reading steps by the end of the first quarter were entered into a drawing for a \$15 Barnes & Noble gift card, as well as a trip to the bookstore. The students love this quarterly trip!
- Thirteen students met their Reading Counts goal set through a conference with their ELA teacher. Students read a book, take a Reading Counts computer-based quiz, and earn points. The more you read, the more points you earn, and the smarter you grow! At the end of the quarter, these 13 students were invited to a pizza celebration. The quarterly pizza lunch is also a favorite of our middle school students!
- DHS/BHS FSDB Sora: <https://tinyurl.com/FSDB-Sora> Students and staff can use their laptop login username and password to access 1,155 ebooks and 19 audiobooks FSDB owns in addition to the St. Johns County Public Library System (SJCPLS) collection, which has over 30,000 ebooks. They can download and read these titles on any device (laptop, iPad/tablet, smartphone, Kindle, Nook, etc.). Students and staff can click "Explore" and then "Explore all subjects" to find eBooks by genre/subject or click "Search for a book" if they know the title and/or author they seek. We also have 72 Kindle Paperwhites that can be checked out from our Lindheimer Media Center (LMC) for ebook reading. The BHS Reading Specialist and Assistive Technology Specialist assisted OverDrive with testing the Sora app for accessibility.
- DHS Dragon Time Reading and Writing: Our mission/goal is to create readers and writers for life - empowering students to manage, sustain, and build an independent reading as part of DHS culture. With the change from blocks to periods this year, the 6th period Monday through Thursday is designed to have every student read for 20 minutes and then write for 5 minutes. Below is the supporting research and how it works:
 - "Reading should not be presented to a child as a chore, a duty. It should be offered as a gift." - Kate DiCamillo, young adult author
 - "We can't wait for someone else to teach our students to love books . . . Teachers must create a love for books that will drive students to reach for them every year. We must connect students to books that force them to think and wonder, to imagine and believe, and then to read for the rest of their lives." - Penny Kittle, author of *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers* (2013), pp. XV-XVI
 - "Never lose sight that our highest priority is to raise students who become lifelong readers. What our students read in school is important; what they read the rest of their lives is more important." - Kelly Gallagher, author of *Readicide: How Schools are Killing Reading and What You Can Do About It* (2009), p. 117
- During DHS Dragon Time, students have access to a wide variety of exciting books to read (via the classroom library, FSDB Lindheimer Media Center--LMC, and Sora for FSDB and SJCPLS ebooks/audiobooks). Students read for pleasure for at least 20 minutes. Academic

reading and homework are not done at this time. Teachers either confer with readers or model reading a book. Everyone shows respect for others' book choices, as well as others' engagement by fostering a calm and quiet environment in which to enjoy books. After reading time, students have 5 minutes to post a quick write in Google Classroom about something they learned, reflected on, and/or found interesting while reading. If additional time is available, students may recommend books to other students, share book talks, write reader response journals, and write and/or film book reviews. Students record their pages read each day during Dragon Time on the Weekly Reading Record sheet and set goals for the following week

- The DHS Reading Specialist has been going into different Dragon Time classes each day to conference and read with students. His goal is to conference and read with each student at least once this school year to share the joy of reading, model text chunking strategies, and work on English to ASL translation. So far, he has conferenced and read with 36% of the DHS students, and some of them multiple times.
- The Blind Elementary Department has recently adopted a new supplemental digital writing curriculum. The title of the program is "Write Now Right Now." This curriculum is easy to follow, teacher-friendly, and created BY teachers FOR teachers. This engaging curriculum is designed for Kindergarten - 6th Grade and equips elementary teachers with proven methods and effective strategies to bring out the best in student writing. Mrs. Carpenter, 4th and 5th grade ELA teacher, shares that after one introductory reading/writing response, students were able to independently complete a task related to the Language Arts Florida Standards (LAFS) for citing evidence to support answering text-based questions.
- Cheers to five middle school students in the Blind Department who have already reached 100 steps, which means they have already spent 25 hours of independently reading! In addition, the teachers in middle school have been conferencing with students on Fridays during the assembly time to support students in reviewing their academic progress, monitoring data, and creating achievable educational and personal goals.
- DES students are reading and celebrating! They celebrated their summer reading by having a pizza party, lunch with their assistant principal, and several other prizes. There have already been 12 students who have moved up a color (reading) level this year, and nine who have reached 100 steps on their reading log.
- During the most recent testing cycles, DES students used growth notebooks to track their progress on MAP testing and classroom assessments. They also have been tracking their reading level and setting goals in their notebook.

Priority Goal 2: Professional Development

- The BEMS/BHS, DMS, and DHS Reading Specialists attended the Council of Language Arts Supervisors (CLAS) Fall Conference in Orlando on October 3rd and 4th. Highlights included:
 - Updates from Florida Department of Education (FLDOE) and the Just Read, Florida! Office regarding changes regarding Reading Endorsement and recertification

- requirements; the second drafts of the Florida Standards revisions; how standards changes will impact test development timelines and textbook adoption cycles; and changes to the Florida Standards Assessment (FSA) English Language Arts (ELA) testing format and standardization policies
- national and state literacy leaders—including Evan Lefsky, Dale Webster, Paul Holimon, Kylene Beers, and Bob Probst--presented current research on the following topics:
 - Literacy Leaders' Top Ten Responses to Accountability and FSA
 - The Challenge of Identifying and Supporting English Learners with Dyslexia: What Can be Done?
 - Mentoring Craft and Structure: Learning to Write with Variety Through Emulation
 - It's Rigor, Not Rigor Mortis: How to Develop Attentive, Close Readers without Killing the Love of Reading
 - The DES Reading Specialist partnered with the ASL specialist for the October ELA PLC. They facilitated a conversation regarding language planning and fielded questions about the Academic ASL Assessment. Teachers also participated in discussions about how ASL skills impact academic skills.
 - The DES Reading Specialists, a DES teacher, and two BEMS teachers attended the Florida Reading Association Conference. Staff engaged in learning about multi-sensory literacy instruction, inclusive classrooms, disciplinary literacy, coaching teachers, and vocabulary instruction.
 - The DMS Reading Specialist facilitated a Professional Learning Community (PLC) data chat with the DMS English language arts teachers in October, focusing on FSA Writing scores from May 2019. We discussed the scoring categories, how our students performed, and overall scores. In our November PLC, we focused on a plan. What must the students know and be able to do? What materials/resources will be used. Our initial focus is on argumentative writing. The FSA assesses one of two kinds of writing, argumentative or explanatory.

Priority Goal 3: Enrollment and Retention

- DMS joined Gallaudet University's Battle of the Books 2019-20 competition with two teams. The purpose of the Battle of the Books is to advocate for literacy amongst deaf and hard of hearing middle school students; to promote a spirit of academic competition and good sportsmanship, and to encourage the development of critical thinking skills. The Buff and Blue divisions will have three parts to their competition: a preliminary competition conducted through the use of videophone technology with schools in their assigned pool; a playoff competition conducted through the use of videophone technology with Gallaudet judges presiding; and finally a national competition at Gallaudet consisting of the top eight Buff teams and the top eight Blue teams.

- We are scheduled to compete in the Battle of the Books on Nov. 19th & 20th. Each day there will be three matches per team (Buff & Blue). The students have completed their three books assigned and are ready for the competition!
- The BHS book club met for the first time this year in September and discussed the book, *The Storied Life of A. J. Fikry* by Gabrielle Charbonnet. They kicked off the year with 20 participants and have three day-students who are hoping to be able to join via a conference call or video chat. They will be reading three more books throughout the year and are recruiting more members daily.
- The BMS book club also kicked off the year with a total of 23 participants. They will be reading selected books from the Sunshine State Young Reader Awards list in preparation for the Battle of the Books at the end of the school year.
- DES Reading Specialist presented to the Baby Dragons Parent Group about the importance of fingerspelling and literacy. She also gave a tour of Deaf Elementary School and allowed parents to see what their students will be doing if they enroll in DES.

Priority Goal 5: Stakeholder Relationships and Communication

- The DHS Reading Specialist presented a state-wide webinar on Signed/Spoken/Silent Reading Fluency (S³RF) on October 9th via the Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC-DHH).
- The DES Reading Specialist began collaborating with two schools for the Deaf to discuss how the Independent Reading Level Assessment is used with D/HH students. She will be participating in monthly calls to address the needs of lower elementary readers specifically.
- The DES Reading Specialist presented academic data to the MTSS team, which includes a variety of support staff.
- The DHS Reading Specialist and a DHS ELA Teacher co-presented a session on Signed/Spoken/Silent Reading Fluency (S³RF) on November 15th, Florida Educators of Students Who are Deaf/Hard of Hearing (FEDHH) Conference in Daytona Beach Shores.

Math Specialists

Submitted by the Math Specialists

- *Mark Largent, Blind Department*
- *Sue Clark, Deaf Middle and High Schools*
- *Billie Jo Mayo, Deaf Elementary School*

Priority Goal 1: Academic Achievement and Workforce Preparation

- NWEA MAP (Measures of Academic Progress) testing is complete. Teachers are reviewing student data, conferencing with students, goal setting, and planning instruction in response to student needs.

- Each week across campus, students are offered a new math problem, one at each grade band K-3, 3-6, 6-HS, and Algebra 1 and up as well as 24 game cards to create expressions for fluency practice with the four operations. This project, generously funded through the Endowment, is known on campus as the POW Challenge or Problem of the Week and Fluency Challenge. So far this school year, 50 students across campus have already submitted solutions to the Problem of the Week and Fluency Challenges and are on their way to earning prizes and earning points toward entry into the 24 Game Tournaments at the end of each Semester.
- IXL (online personalized learning program): Students in Deaf Elementary, Middle, and High School are using the IXL program thanks through a grant from the National Technical Institute for the Deaf (NTID) Regional STEM (Science Technology Engineering and Math) Center (NRSC). Math classes and ELA classes can use the pinpointed data from the diagnostic component to support IEP goals, NWEA MAP interventions, and topics being taught in the classrooms.

Priority Goal 2: Professional Development

- Professional Development is ongoing for teachers using IXL, ST Math, and teachers new to administering MAP Growth assessments.
- The first round of Elementary Grades Module Study PD was conducted with differentiated groups of teachers to support teachers in the fidelity of implementation with the newly purchased instructional material, Eureka Math.
- DMS grades 6, 7 & 8, and BMS grade 8 are in their first year of implementing Eureka Math. Specialists will continue to support their learning through PD and coaching.
- Eleven teachers attended the first date of the POWwow PD Series focused on the 8 Effective Teaching Practices and the 8 Student Math Practices on October 28th.
- Math specialists attended the Florida Association of Mathematics Supervisors (FAMS) on October 14-16. Updates from the Florida Department of Education on mathematics and assessments, as well as professional development and collaborating with other supervisors around the state, was provided.
- Some teachers and a math specialist attended the Florida Council of Teachers of Mathematics (FCTM) conference on October 17-19.

Priority Goal 5: Stakeholder Relationships and Communication

- The math specialists attended the Florida Association of Mathematics Supervisors conference in Jacksonville. They collaborated with state representatives and other math supervisors throughout the state.
- NWEA MAP assessment family reports are being sent home to families with opportunities for parents to conference with their child's teacher(s) about their child's progress.

American Sign Language Specialists

Submitted by the ASL Specialists

- *Lenore Boerner*
- *June Ann LeFors*

Priority Goal 1: Academic Achievement and Workforce Preparation

- May of 2019, the ASL specialists adopted an ASL assessment that was created by New Mexico, California- Riverside, and California-Fremont Schools for the Deaf. The assessment is called "Academic ASL Comprehension Assessment." This test is designed to identify the student's academic comprehension grade level in American Sign Language. The ASL stories are based on grade level, and the questions are hierarchical based on Bloom's taxonomy. The test will be administered twice a year, once in the Fall and once in the Spring to measure progress.

Once the test was uploaded onto a GoogleSite, the specialists conducted a pilot with some Elementary students. The pilot showed areas of improvement and areas of strength regarding the administration of the assessment. Using GoogleDrive was an area of strength because it allowed specialists to test students anywhere on campus.

The specialists just completed the assessment of every student in the Deaf Department (Elementary, Middle, and High School). The Specialists are engaged this semester in analyzing the data, creating a report for teachers, families, and other related staff.

Priority Goal 2: Professional Development

- Before school ended for the summer, the Elementary ASL Specialist created more than 15 posters covering the different Professional Development topics which were covered during the year. The teachers in the Elementary Department had the opportunity to write down on a post-it pad their thoughts on each of the topics and what they would like to learn more about in the coming year. On September 27th, the Elementary ASL Specialist offered the first of six Professional Development workshop with Elementary Department - "Language Planning and Language Policy for Sign Language." This learning opportunity covered areas of Language Planning and Language Policy. Teachers and specialists reflected on how we use both languages, ASL and English, in classrooms. We also revisited FSDB's communication policy. Much of the content covered on how we can use ASL as a resource and as a right for Deaf children.
- Elementary Specialist offered Advanced ASL workshop via Pineapple PD four times in four months before the year ended. Teachers were allowed to learn in-depth the meaning of ASL Classifiers and how to use it. Classifiers are designated handshapes and/or rule-grounded pantomime used to represent nouns and verbs. The purpose of the classifier is to provide additional information about nouns and verbs such as location, kind of action, size, shape, and manner. Teachers had the opportunity to bring a 1-D picture of an object into a 3-D visual sign. They also had a chance to use classifiers to describe an object.
- ASL Specialists attended Elementary and High School Reading Professional Learning Communities.

- Last May, the ASL Specialists, along with Reading and Math Specialists, determined, based on assessments and observations, that students needed to be allowed to learn the fundamentals of ASL. In August, the Deaf Elementary School offered a new class that provides DES students the opportunity to develop an in-depth understanding of ASL. The course's emphasis is on comprehension, production, and interactional skills using basic grammatical features. ASL will be taught within contexts, related to the students' general surroundings, and based on everyday life experiences. Also included in this course are comprehension and production skills emphasizing complex grammar, short stories, narratives, and interactive use of the ASL. Students will have lessons about study the Deaf community and Deaf culture. ASL Specialists provide ongoing support for the classroom teacher.

Priority Goal 3: Enrollment and Retention

- Early Learning Center holds a Literacy Club with families regularly. The Elementary ASL Specialist meets with the families two times per month on the first and second Mondays of the month. On the first Monday of the month, families are allowed to receive a free book and watch a video by Elementary ASL Specialist signing the book in ASL. During that session, the specialist works with parents on acquiring new signs, refine the signs they know, and learning ASL grammar and rules. The families are allowed to practice signing the book, while having access to the video, for a week before they meet again the following Monday. On the second Monday, the Elementary ASL Specialist works with the families on assuring them that their signing is accurate. This is an excellent opportunity for parents to read stories to their Deaf/Hard of Hearing toddlers.

Priority Goal 5: Stakeholder Relationships and Communication

- Elementary ASL Specialists worked with Resource Material and Technology Center (RMTC) by creating videos in ASL for students that use Adapted Materials. Videos are accessible to teachers in the state of Florida that work with Deaf/Hard of Hearing students in their school district.
- Elementary ASL Specialist participated in the Bias and Sensitivity Review team for the FTCE Hearing Impaired Certification Exam.

Admissions Department

Submitted by Tracie C. Snow, Administrator of Instructional Services

Enrollment as of 11/18/2019

Deaf Department

High School	Grades 9 – 12	163
Middle School	Grades 6 – 8	85
Elementary	Grades KG – 5	71
Totals: Deaf Department		319

Blind Department

High School	Grades 9 – 12	100
K-8 School	Grades K – 8	99
Totals: Blind Department		199

ELC (PreK)

Deaf	12
Blind	5
Totals: Deaf & Blind ELC (PreK)	17

FSDB Overall

High School	Grades 9 – 12	263
PK- 8	Grades PK – 8	272
Totals: FSDB Overall		535

Day Students (PreK -12)

Deaf	109
Blind	68

Totals: Day Students	177
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Admissions as of 11/01/2019 to 11/18/2019

Deaf Department		Eligible	TA	Not Eligible
High School	Grades 9 – 12	2	0	1
Middle School	Grades 6 – 8	1	0	0
Elementary	Grades KG – 5	0	0	1
YTD Totals: Deaf		41	3	4
Blind Department		Eligible	TA	Not Eligible
High School	Grades 9 – 12	0	0	0
K-8 School	Grades K – 8	3	0	0
YTD Totals: Blind		15	4	3
ELC (PreK)		Eligible	TA	Not Eligible
Deaf		0	0	0
Blind		0	0	0
YTD Totals: Deaf & Blind		6	2	0

- Applicants Scheduled: 8
- Applicants Pending: 23
- **New data element to report:** As of 11/18/19, 43 of 45 (96%) of eligible students since 8/1/19 have enrolled.

***YTD totals begin June 1**

Professional Development for Academic Staff Members

Submitted by Randi Mitchell, Coordinator of Professional Development

Priority Goal 2: Professional Development

The FSDB Professional Development Google Site is being used as a resource to share FSDB's Professional Development Master Calendar, a process for earning points toward certification renewal, and information on registering for professional development opportunities on and off-campus. FSDB Certified Teachers and Staff Members are encouraged to use the site for all of their Professional Development needs. In addition to the Google Site, Certified Staff can stay up to date with announcements related to Professional Development by following the Yammer Group "Certified Staff PD and Certification." The Yammer Group is for quick announcements and sharing any immediate information related to certification, off-campus Professional Development, and on-campus Professional Development.

This summer Tracie Snow and Randi Mitchell revamped the forms for earning Master Inservice Points to make the forms more user-friendly. The forms are broken down into Change of Practice and Change of Instruction. The Change of Practice form is designed to be used for individuals who are changing their processes or methods of completing a task. A change in practice could include mailing postcards to parents monthly, changing how the individual mentor teachers, and/or taking the opportunity to present to a group on a new technique or information they learned. The Change of Instruction form is designed to be used for individuals who are using the strategy or tool in a lesson. The teacher filling out the Change in Instruction form would also fill out the lesson plan form to reflect their change in instruction. Within the form, the Certified Teacher, Specialist, and Administrator can decide to be a Micro-Influencer and a Macro-Influencer. The Mico-Influencer is someone who influences their immediate environment. For example, a classroom teacher influences their students, or the Reading Specialist influences their ELA teachers. The Macro-Influencer is someone who influences their immediate environment and outside of their immediate environment. For example, a classroom teacher could resent the new content they learned to their whole department, or the Reading Specialists could share new content with another Department or the Math Specialists.

On November 4th, Tracie Snow and Randi Mitchell had a "PD like a Pineapple" to kick off the professional development opportunities for the year. Tracie and Randi shared the new forms, planned on-campus workshop opportunities for certified staff, and the processes for earning points toward certification renewal. Teachers, Specialists, and Administrators in attendance were able to view the FSDB Professional Development Google Site and NEFEC Track, which will be utilized this year for workshop registration.

The Title IV and IDEA Federal Grants have been approved, so Professional Development opportunities have been added to the PD Master Calendar. Title II is still awaiting approval. Professional Development opportunities from Title II will be added to the calendar upon approval. The Professional Development Master Calendar is available to teachers through a Google Calendar and the FSDB Professional Development Google Site. They have the option to subscribe to the calendar so they can view it on their personal calendar view.

All of the 1st Semester professional development opportunities have been scheduled and are reflected on the Google Calendar. The 1st Semester topics include:

- O365 Creativity and Implementation (PowerPoint, Sway, and Flipgrid)
- Interactive Whiteboards and Classroom Technology
- Makerspace II
- Strategies to Maximize Language Acquisition (Deaf Department)
- Low Vision Tools and ECC (Blind Department)
- Orientation and Mobility
- Makey Makey

Certified Teachers, Specialists, and Administrators register through NEFEC Track to attend this on-campus Professional Development Opportunities. This is a new platform starting this year to streamline registration, keep track of points toward recertification, and enable certified staff to view upcoming professional development.

Once a Month, multiple "Drop-In PD: Technology and IEPs" occurs in various buildings/departments across campus. The Assistant Principal chooses the dates and times for these professional learning opportunities for each school. Experts in Technology and IEPs are available in each of the schools for any staff member to come and get support in the area of technology or writing IEPs. Individuals can drop-in in any of the listed time-slots to get personalized support.

The 1st Friday of every month, starting November 1st, will be dedicated to Microsoft O365. This opportunity is open to all staff members wanting to learn more about Office 365, including Outlook, Yammer, Teams, PowerPoint, and more. Additionally, Tech Tidbits will take place the 1st and 4th Friday of every month on technology topics specific for Certified Teachers, Specialists, and Administrators.

Priority Goal 5: Stakeholder Relationships and Communication

The Florida School for the Deaf and the Blind will host the National ASL and English Bilingual Consortium Summit XI at the University of North Florida on April 16- April 18th. Conference participants can sign up for an FSDB school tour and a pre-conference, which will happen on April 16. The theme for the Summit XI is "Creating a National Pineapple Chart." The Summit XI Committee is led by Randi Mitchell, Coordinator of Professional Development and Southern Region Representative for NASLECE. In addition to Randi Mitchell, the committee consists of June Ann LeFors (FSDB ASL Specialists), Brooke Stanfield (FSDB Early Learning Center Educator), and Tracie Snow (Administrator of Instructional Services). A sub-committee will be established at a later date to support the development of the agenda. The registration and the call for papers have been released to the public. We are grateful to be able to host this conference with support from RMTC, Flagler College, and the University of North Florida. You can view more information at the conference at <http://bit.ly/NASLECESummitXI>

FSDB Pineapple PD continues to develop relationships with our stakeholders. On September 25-27, FSDB Pineapple PD had a table with the Florida School for the Deaf and the Blind at Florida Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). It was an opportunity to pass out FSDB Pineapple PD QR cards, share our resources, and strengthen

networks with organizations, Universities, and FSDB Alumni. FSDB Staff Members were also in attendance to support the table and learn from the keynote and breakout sessions. The FSDB Staff Members in attendance include: Misty Porter (Parent Liaison), Kim Carr (Director of Blind/VI Early Intervention), Elizabeth Wilcox (Director of Outreach), Ellen Fertsch (Blind Elementary Middle School Teacher), April Wallace (Braille Specialist), Nancy Berger (Braille Specialist), and Randi Mitchell (Coordinator of Professional Development).

On October 14 - October 15, Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC-D/HH) and FSDB collaborated for a training opportunity for Teachers of the Deaf and Hard of Hearing in the State of Florida called Fingerspell Our Way to Reading. Gina Gilmore (Deaf Elementary Teacher) and Randi Mitchell (Coordinator of Professional Development) are certified trainers in Fingerspell Our Way to Reading and guided the participants through the research and processes of using Fingerspell Our Way to Reading in the classroom. Participants in attendance were from FSDB and district schools throughout the State of Florida.

On November 15-16, FSDB Pineapple PD set up a table with the Florida School for the Deaf and the Blind at the Florida Educators of Students who are Deaf/Hard of Hearing, FEDHH to share resources, Pineapple PD QR cards, and strengthen networks with organizations, Universities, educators across the state. FSDB is fortunate enough to have three individuals presenting at the conference. Brent Bechtold (Deaf High School Reading Specialists) and Jessie Floresca (Deaf High School English Language Arts Teacher) presented on "S3RF: Signed, Spoken, Silent Reading Fluency" and Jessica Kaspar (Deaf Elementary Second Grade Teacher) presented on "Writing Narratives with Natives." FSDB Staff Members were also in attendance to support the table and learn from the keynote and breakout sessions. The FSDB Staff Members in attendance include Jennifer Cato (Director of Deaf/Hard of Hearing Intervention), Shelley Ardis (Administrator of Outreach and Technology Services), Tracie Snow (Administrator of Instructional Services), Randi Mitchell (Coordinator of Professional Development), and Robin Harwell (Educational Diagnostician).

FSDB Pineapple PD is still working on increasing the video resource library. Upcoming videos for FSDB Pineapple PD include: Writing Strategies, Signed Reading Fluency, Politic and Historical Issues in Deaf Education, and Orientation and Mobility. While videos are in production, social media posts continue to highlight the Professional Development that is happening on campus and sharing where our staff members are going to learn and grow.

Since the May Board report, FSDB Pineapple PD social media sites continue to grow.

- Facebook: 2,199 followers (40 follows since May 2019).
- Twitter: 321 followers (23 follows since May 2019).
- Instagram: 492 followers (56 follows since May 2019).
- YouTube account: 9,867 views among the 50 videos and 207 subscribers (3,352 views and 39 subscribers since May 2019).

English Language Learners Department

Submitted by Betsy Gaura, Director of English Language Learning (ELL) Program

Priority Goal 1: Academic Achievement and Workforce Preparation

- 8/28/19-8/29/19, the ELL Director, ELL Teacher for the Blind, and ELL Specialist for the Deaf attended a WIDA Writing with Multilingual Learners workshop in Tallahassee.
- On 9/30/19, the ELL department celebrated Hispanic Heritage by studying and preparing projects on Spain. A luncheon catered by DeLeon Latin Café and presentation by the students was held on campus for all Blind High School and Deaf High School English Language Learners.
- A letter was sent to all ELL families informing them of the Hispanic Heritage celebration.
- 11/7/19-11/8/19, the ELL Director will attend the Florida Association for Bilingual and English Language Learners Supervisors (FABES) Fall 2019 Conference in Orlando.
- 11/14/19, the ELL Director, ELL Teacher for the Blind and ELL Specialist for the blind, attended the ACCESS for ELLs Test Administrator Regional Training in Bunnell, FL.
- Data analysis has been completed for all ELLs comparing last year's ACCESS results to this year, along with other sources. This information is used when conferencing with each student during the first week of school.
- There are currently a total of 42 ELLs at FSDB: 32 Deaf in the deaf department and 10 in the blind department.
- The next Cultural Event is being planned for 12/16. The country studied and celebrated will be the British Isles.

Priority Goal 2: Professional Development

- All ELL staff will continue their FSDB Adobe school training during the 19-20 school year.
- Fall 2019, ELL Specialist for the deaf is enrolled in ASL IV at Florida State College at Jacksonville.
- On 9/13/19, an FSDB Mental Health Counselor completed their 18-hour independent ELL Course.
- On 10/2/19, the staff member who is responsible for the Learning Lab in the Deaf Elementary School met with the ELL Director. ELL department offered the required 18-hour ELL Course. It was completed on 11/15/19.

Priority Goal 3: Enrollment and Retention

- The ELL department made many foreign language contacts for students and parents, which include phone calls and/or translations. In August, 232 were made, 181 in September, and in October, 256 contacts were made.
- There were several admissions of possible ELLs in August and September, but none qualified.
- Trilingual Packets are distributed throughout the year, at admissions to Hispanic families of all possible ELL students, visitors, and/or requestors. Several were given to the families at the time of admission, whether the student qualified or not for ELL services.
- ELL Teacher and ELL Specialist maintain a website with current information.
- ELL student data is input into Skyward and reported to the state. Currently, the ELL Director met with the Information Systems staff to make sure all ELL data was correct in Skyward before sending it to the state.

Priority Goal 5: Stakeholder Relationships and Communication

- The new FSDB ELL District Plan, 2019-2022, was posted this fall on the FSDB website.

- FSDB ELL Department has had a long-standing positive relationship with the Florida Department of Education, Bureau of Student Achievement through Language Acquisition (FLDOE/SALA). Often, they refer other districts with questions about Deaf/ELLs and/or Blind/ELLs to FSDB ELL Department.
- On 8/11/19, a meeting was held at 11 am (2 hours before the FSDB Open House) for all the parents of ELL students. ELL parents make up the *International Relations Committee*(IRC). A powerpoint presentation was given with a Spanish interpreter; all ELL staff and ELL parents introduced themselves, and snacks were provided. There were 13 families represented with approximately 40 people in attendance.
- 9/9/19, the FSDB Principal of the blind department contacted the ELL Director about sharing information about the ELL program at FSDB with the Virginia School for the Deaf and the Blind (VSDB). The Principal of the Virginia School for the Deaf and Blind requested assistance. Contact was made, and information was shared via phone and email. The ELL Department also sent a Trilingual packet and samples of the *Trilingual Receptive and Expressive (TRES), I, and II* Screening to the new ELL staff at VSDB. The new ELL staff from VSDB will be visiting FSDB 11/21 & 11/22 to observe and learn more about teaching ELL Blind students.
- Kathy McManus, an ELL Teacher for the Blind, wrote an article about the ELL Hispanic Heritage month event about Spain, which took place on 9/30. It is posted on the FSDB website.
- On 11/14, a current UNF professor, retired professor, and two educators from Guatemala came to visit and learn from FSDB. An agenda was developed for them to have the opportunity to meet with ELL Director, ELL Teacher for the Blind and ELL Specialist for the Deaf, as well as take a tour of FSDB and observe/meet teachers from DES, DMS, and the BEMS. They were all thrilled to visit and learn about all the wonderful things that are taken place at FSDB.
- Monthly, the FSDB ELL Director participates on a phone conference with the
- FLDOE/SALA department for two separate meetings: ELL and World Languages. The next phone conference will be at the end of November 2019.

Respectfully submitted by:

Tracie C. Snow

Administrator of Instructional Services



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Technology and Outreach Departments
Board Report
December 13, 2019

The **Outreach and Parent Services Department** activities directly support the FSDB Strategic Planning Priority Goal 3: Enrollment and Retention and Priority Goal 5: Stakeholder Relationships and Communication.

Respectfully Submitted by: Elizabeth Wilcox, Director of Outreach

FSDB Statewide On-Campus Events- The events will be specifically designed for Florida External stakeholders who provide services to students who are deaf/hard of hearing and blind/visually impaired and their families.

FSDB Fall Expo - 100 guests attended the Expo, and half took the campus tour. Direct outcomes consist of requests to initiate Outreach Evaluations, additional tours scheduled, prospective family tours scheduled, an admission meeting scheduled, NE Florida Parent Training and Community Events planning team, NE Florida VI Roundtable, FSU wants to place interns, Parent and TVI will return in spring for the Parent Expo, Duval County wants to partner with their Goalball team and ours, Volusia County two D/HH teachers requested outreach packets to give to families during IEP meetings.

Campus Tours – Director facilitated and conducted campus tours for external stakeholders in collaboration with FSDB Tour Guide and FSDB Ambassadors

- Teachers of the Visually Impaired, Para Pro and General Education Teachers
- Two families in Levy, County
- A Teachers of the Visually Impaired and Parent Advisors from INSITE Training
- A Teacher of Visually Impaired and a Family from Sumter County.

Future On-Campus Events

- FSDB Braille Challenge with Family Track, date tentatively selected for February 2020
- Family Day with FSDB Expo, date tentatively selected for March 2020
- Family Day with FSDB Expo, date tentatively selected for June 2020

Florida School District Outreach Evaluation Referrals – Director acts as a liaison for FSDB and school districts in the referral process for school districts to request outreach evaluations for students who are B/VI, D/HH or Dual Sensory.

- Lake, B/VI
- Volusia, D/HH & B/VI
- Brevard, B/VI & D/HH
- Putman, Dual Sensory

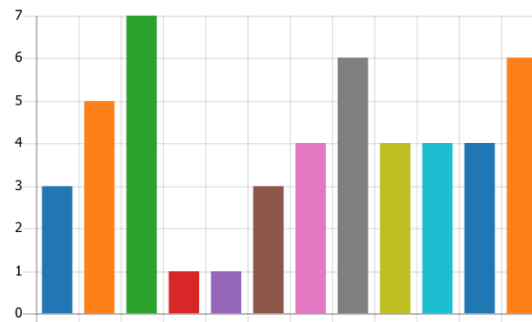
Materials Dissemination: Outreach Packets - Outreach packets are available during conferences, FSDB exhibit booths, FSDB Expo, completion of campus tours, and when Director of Outreach and other staff members are traveling and networking. Packets are specifically designed for target external stakeholders.

2019-2020 School Year Disseminated FSDB Outreach Packets	Total (9/2019 - 11/19/2019)	Total Number of Events
	390	15

Who were the external stakeholders that received the outreach folders?

[More Details](#)

Family	3
TVI	5
D/HH	7
General ed. teacher	1
Para professional	1
ESE director	3
Program specialist	4
State Discretionary project	6
DBS	4
Light house	4
Interpreter	4
Other	6

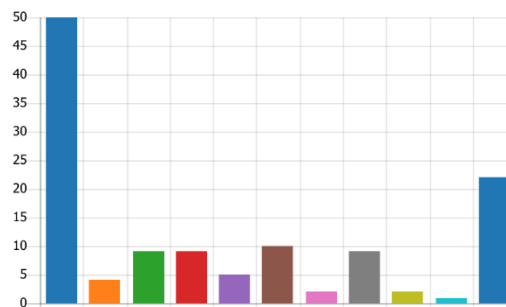


FSDB Outreach Department Technical Support - the provision of information and resources across the state in the form of phone calls, virtual meetings, website email inquiries, and face-to-face meetings.

How did FSDB Outreach Department assist you?

[More Details](#)

Technical Support	50
Schedule Family Campus Tour	4
Schedule Campus Tour	9
Distance learning and statewi...	9
Online ASL Class	5
Outreach Evaluation	10
FSDB Expo participation	2
FSDB Materials to share with F...	9
Volunteer	2
Expanded core curriculum aca...	1
Other	22



Resource Materials & Technology Center for the Deaf/Hard of Hearing

Respectfully submitted by the RMTC-D/HH Team

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

- The Itinerant Teacher's Handbook Book Study Online Facilitated Discussions - October 1, 8, 15, 22, 29
- Assistive Technology-Accessible Educational Materials-Universal Design for Learning Region 5 Meeting - October 4
- ISRD Collaborative Meeting for Directors and BEESS - October 8
- TALive! Keeping It Fluent: Signed Reading Fluency Rubric - October 9
- Assistive Technology-Accessible Educational Materials-Universal Design for Learning Region 5 Meeting - October 11
- Southeast Regional Institute for Deafness - October 10-14
- Working with the Experts-D/HH: Fingerspelling Our Way to Reading - October 14-15
- Understanding & Working With Families - University of Florida - October 15
- State Secondary Transition Interagency Committee - October 16
- Working with the Experts-D/HH: Putting it all Together Part 1- October 21-22
- RMTC-D/HH Team Meeting - October 23
- Florida Vision and Deaf/Hard of Hearing Joint District Contacts 2019-2020 Meeting - October 24-25
- Visible Learning for Literacy Book Study - October 2, 9, 16, and 22
- Visual Phonics Online Class (Asynchronous) - September through November

Additional meetings included:

- Collaboration with Orange County regarding Florida Vision and Deaf/Hard of Hearing Joint District Contacts 2019-2020 Meeting and ASHA Poster Presentation regarding the collaboration with RMTC-D/HH and Orange County School District with Fairview - October 4 and 11
- Collaboration with BEESS (Florida Department of Education Bureau of Exceptional Education and Student Services) liaisons for D/HH/VI/DSI and InD/Access Points and FIMC regarding hot topics in the fields of DHH and VI. - October 4, 2019
- Florida Educators of Students who are D/HH Meetings: October 10, 2019
- Bureau of Exceptional Education and Student Services (BEESS) English/Language Arts Strategic Planning Meeting - October 10, 2019

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

Districts: Calhoun, Escambia, Franklin, Gulf, Hardee, Holmes, Lake, Liberty, Okaloosa, Santa Rosa, Walton, Wakulla, Washington

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: Alachua, Bay, Brevard, Broward, DeSoto, Duval, FSDB, Hardee, Highlands, Hillsborough, Lake, Lee, Leon, Manatee, Marion, Nassau, Okaloosa, Orange, Pinellas, Polk, Palm Beach, Santa Rosa, Seminole, St. Johns, St. Lucie, Sumter, Volusia, Wakulla

Other Agencies/States: PS/RtI, BEESS Strategic Planning Meeting

Media and Materials Loan Library Information:

New Accounts: 11

- 2 Paraprofessional (Highlands, Polk)
- 2 D/HH Teacher (FSDB, Polk)
- 4 Interpreter (Seminole, Lake, DeSoto, Lee)
- 1 College/University Student (St. Johns)
- 2 D/HH Itinerant Teacher (Volusia, Orange)

Media and Materials: 53-Items checked in by 20-Participants

- D/HH Teacher (Alachua) checked in 2 items.
- Interpreter (Bay) checked in 3 items.
- Interpreter (Brevard) checked in 1 item.
- D/HH Program Specialist (Broward) checked in 2 items.
- HaD/HH Teacher (Duval) checked in 2 items.
- D/HH Program Specialist (FSDB) checked in 1 item.
- D/HH Itinerant Teacher (Hillsborough) checked in 1 item.
- Interpreter (Lake) checked in 2 items.
- Interpreter (Lee) checked in 3 items. D/HH Teacher (Lee) checked in 4 items.
- SLP (Marion) checked in 2 items.
- Interpreters (Manatee) checked in 5 items.
- D/HH Itinerant Teacher (Nassau) checked in 4 items.
- D/HH Teacher (Orange) checked in 3 items.
- Interpreter (Palm Beach) checked in 1 item. D/HH Teacher (Palm Beach) checked in 4 items. D/HH Itinerant Teacher (Palm Beach) checked in 6 items.
- D/HH Itinerant Teacher (Santa Rosa) checked in 4 items.
- D/HH Itinerant Teacher (Sumter) checked in 3 items.

Upcoming Events in November:

- NEFEC Advisory Committee Meeting – 11/1/19
- Miami Fairview Coaching- 11/4-5/19
- Deafness 101 - Hardee County – 11/5/19
- The Itinerant Teacher's Handbook Book Study Online Facilitated Discussions – 11/5 & 12
- Principles of Hearing & Speech for the Classroom at Flagler Guest Presentation – 11/5/10
- Florida Educators of Students who are D/HH Board Meeting, 11/7/19
- Broward Fairview Consultation, 11/8/19
- TALive! Explicit Contextualized Vocabulary Instruction – 11/13/19
- Florida Educators of Students who are Deaf and Hard of Hearing (FEDHH) Conference – 11/15-16
- Deafness 101 - Gilchrist County – 11/19
- Region 2 Discretionary Project Meeting – 11/20

- Lesson Integration with TLC/Access (Charlette/Ft. Myers) – 11/20
- American Speech and Hearing Association National Conference – 11/21-23
- SKI-HI Deaf Mentor Curriculum Training – 11/22-24

Outreach Related Presentations and Conference Activities:

- Florida Association for the Education and Rehabilitation for the Blind (FAER) Conference – exhibit table and attendance in sessions
- SouthEast Regional Institute for the Deaf (SERID) – presented DeafTEC Outcomes and resources in partnership with a representative from the National Center at RIT/NTID
- Florida Educators of Deaf/Hard-of-Hearing Students (FEDHH) – FSDB was a sponsor and had two exhibit booths, D&B Designs sold products and a variety of teachers and specialists presented and attended.
- Florida American Speech-Language-Hearing Association Conference (FLASHA) – exhibited and attendance in sessions.

Parent Services Department

Respectfully Submitted by Cindy Day, Executive Director of Parent Services

Parent Services

- Parent Services provided tours for 72 prospective students and family members during September and October 2019. Additionally, 192 tours were provided for professionals and other stakeholders. A total of **264** participants were provided tours of the School in September by Rick Coleman, Information Specialist.
- Parents Being Supportive (PBS) met on September 19, 2019, to plan activities for the beginning of the school year. The group will help with the Vocabulary Parade as they have done in years past, providing sweet treats for the children after they present their word on stage. In November, the team will stuff student goodie bags for the annual Safety Summit, and in December, the team will decorate and set up the PBS store. The team plans to meet again after the new year to make plans for how to continue providing support to the schools. PBS parents work in conjunction with the School's Positive Behavior Support program.
- FSDB Parent Liaison, Misty Porter, traveled to Lake Buena Vista in Orlando on September 25-27. She attended the annual Florida Association for the Education and Rehabilitation for the Blind (FAER) Conference and helped host one of the two tables in the vendor hall to share information about FSDB programs and services.
- Ms. Porter also attended a training on Family and Community Engagement offered by the National Network of Partnership Schools at Johns Hopkins in Maryland. During this training, she learned how to create an Action Plan, to align family and community support with school goals to support student academic achievement.
- The Parent University classes for the 2019/2020 school year are continuing. The first Expanded Core Curriculum (ECC) class began on October 20 with the STEAM Family Spooky Science Event. A variety of science stations were set up for families to work together, problem-solving, and learning together. Families took home materials from the event and strategies to use at home to continue learning and having fun. There were 26 participants at the event.

- Another Expanded Core Curriculum class of Orientation and Mobility will continue the theme of “Blindfold Experiences.” During the October 22 class, families learned and practiced sighted guide skills. Parents used goggles to create a simulation of the vision loss similar to that of their child’s. The November class focused on Recreation and Leisure. After learning about resources to use to support young blind students in this area, families worked together to create suncatchers that were both tactile and auditory.
- American Sign Language Classes for families began on October 14 and will run each Monday for five weeks. There are currently two levels of instruction to choose from, including Beginner and Intermediate. After the winter break, the Conversational level group will also have five weeks of classes.
- The Parent Engagement Workshop on November 1 was a success. Parents enjoyed presentations focused on student safety and wellbeing. Topics included the QPR (Question Persuade Refer) training that is provided to FSDB staff on responding to suspected suicidal threats, Fortify Florida and campus-based safety drills. During the last activity, parents participated in a Website scavenger hunt. The participants raced each other to find the requested item (phone numbers, calendars, meetings, and more).
- STEAM Family Night for the Deaf Department was held on November 19. There was a large turnout for this event. During this time, families worked on Thanksgiving themed activities using Science, Technology, Engineering, Art, and Math.
- The first Parent Braille class was held on November 7. This class will meet monthly for the remainder of the school year. The first-class served as an introduction to the braille and braille code. Future classes will primarily focus on supporting parents as they learn to read braille visually.

Parent Infant Program

- As of November 20, 2019, FSDB’s Parent Infant Program (PIP) is serving **519** infants and toddlers ages 0-5 and their families. There are 247 Deaf/Hard of Hearing, 245 Blind/Visually Impaired, and 27 Dual Sensory Impaired children.
- Jessica Meyer, Florida's Early Hearing Detection and Intervention (EHDI) Coordinator and Contract Manager, came to FSDB to conduct a programmatic monitoring review of the Deaf Mentor Project. She was extremely pleased and looked forward to continued collaboration with the Deaf/Hard of Hearing PIP.
- The part-time Assistant to the Deaf Mentor Project, Elizabeth Engelman, began working, and 15 new part-time Deaf Mentors were hired.
- Training for the Deaf Mentor Project will be held on November 22-24 on the FSDB campus.
- Jennifer Cato, Director of Early Intervention Deaf/HH, attended the FL Hands and Voices Conference along with two parents served by the Parent Infant Program. The EHDI Grant sponsored this endeavor, and the parents reported they learned a great deal and were eager to share with other Florida families.
- Both the Director and the Assistant to the Deaf Mentor Project attended the FL Hands and Voices Conference Call on October 16, 2019. They will be partnering with the FL Hands and Voices Chapter to bring families together for capacity building activities across the state.
- Western Florida Regional Coordinator, Alexis LaTouche, represented FSDB at the Deaf Expo in Lakeland on October 5. She volunteered in the Family Area and distributed brochures and answered questions about FSDB and the Parent Infant Program.

- District Coordinator Deaf/HH, Silvia Velarde, and Isabel Dopson, Parent Advisor Blind/VI, had a display at Kid Mania Information Fair in St. Lucie County. They provided information and answered questions about the Parent Infant Program.
- Additional regional outreach events for Deaf/HH PIP include:
 - Sensory Towne Family Event on September 14 in the Northeast Florida Region.
 - Deerwood Rotary Park Playground Family Event on October 18.
 - Aunt Louise's Farm Family Event on October 12 in the Panhandle Region.
 - A family event held at the Children's Schoolhouse Museum and Learning Center in the Eastern Region.
 - ASL Stories and Crafts at the Library Event held on September 14 at the West Dade Regional Library.
- Kim Carr, Director of Early Intervention Blind/Visually Impaired, traveled to West Palm Beach to conduct vision screenings of 45 children at the YWCA Child Development Center. While in West Palm Beach, she met with Parent Advisors and visited several child care centers to provide information about the Parent Infant Program.
- Ms. Carr also participated in the DBS Florida Rehabilitation Council for the Blind quarterly meeting and the National Coalition of State Rehabilitation Council conference in Jacksonville.
- The second half of INSITE training was completed with 18 participants from across Florida. INSITE stands for In-home Sensory Impaired Training and Education and offers home-based support and resources for families with infants, toddlers, and preschoolers, age birth to five, with sensory impairments and additional disabilities. FSDB is the only provider of INSITE training in Florida.
- Teresa Donaldson Thomas, FSDB Parent Advisor/Regional Coordinator, has been involved in many events in the North Florida area. They include:
 - Planned and hosted an event for families of Blind/Visually Impaired and Deaf/Hard of Hearing children at the Greenhouse Adapted Playground in Gainesville.
 - Attended the Alachua County Pre-K Interagency Meeting to provide information and answer questions.
 - Visited the Family Focus Eye Care Center to obtain records on recent referrals and to provide FSDB/DBS informational brochures for prospective referrals.
 - Presented at Ward Highlands Elementary School/Library Headquarters in Ocala to Teachers of the Visually Impaired and Orientation and Mobility staff.
 - Provided information and answered questions to school staff at Trenton Elementary School.
- Parent Advisor and Teacher of the Visually Impaired, Kathleen Appleby, presented information about the Parent Infant Program at the Lake City Rotary Club.
- Carol Fratti, FSDB Parent Advisor/Regional Coordinator of West Palm Beach, presented to the Palm Beach Interagency Council for Young Children with Special Needs. In addition, Ms. Fratti provided information about FSDB to the Director of the Johnson Community College Disabilities Services.

L. Daniel Hutto Early Learning Center

- As of October 20, 2019, the Early Learning Center (ELC) was serving a total of **21** children. There are 16 children who are Deaf/Hard of Hearing (12 Pre-K and 4 Toddlers). There are an

additional 4 Pre-K students who are Blind/Visually Impaired and one Dual Sensory Impaired. Four more Deaf/Hard of Hearing students are scheduled for admissions or are in file review.

- The Toddler class (ages 18-36 months) is held four days a week and meets from 9:00-11:30 am. The class offers toddlers an opportunity for language, social, and emotional development. It also offers weekly programs for parents that include:
 - ASL Family Literacy Workshop series in which ASL Specialist, JuneAnn LeFors, meets with parents to help them learn to sign a story with young children. They review the signs, the sequence, the pacing that is involved in sharing a story with young children. The parents get their own copy of the book and a link to JuneAnn signing the story. They practice their skills each Monday, and on the final Monday of the month, the parents are invited into the ELC PreK classroom to share the story with the children.
 - On Wednesdays, it's Baby Dragon Club. This is a weekly informational meeting that focuses on different topics that the parents have identified as areas of interest. The October focus is building literacy. Parents have made experience books and talked about intentional ways to make literacy possible with their children.
 - Thursdays bring Sign-A-Story at the St. Johns County Main Library. FSDB collaborates with Florida State College Jacksonville to provide interpreters for the stories. The children enjoy storytime with hearing toddler peers, and their families are exposed to new stories, music, and activities.
- The ELC took a field trip to the Amazing Grace Crop Maze in Green Cove Springs. Many of the families joined the group there, and everyone had a good time in the maze, the corn boxes, and jumping in the corn popper. This was the second year in a row that the ELC participated with the Northeast Florida Early Learning Coalition Day at the Crop Maze. The ELC received classroom sets of fall-related books, and a copy of "Spookley the Square Pumpkin" was given to each child.
- During October, the PreK children have been reading stories about spiders, monsters, pumpkins, etcetera in preparation for Halloween. The class favorites are "Go Away Big Green Monster," "The Very Busy Spider" and "Where the Wild Things Are." The children are learning new vocabulary, practicing new skills, and learning to work in classrooms. There are lessons on the shelves about night and day, the solar system, and the life cycle of a pumpkin. Children have carved a pumpkin and planted and roasted pumpkin seeds. On October 31, the ELC children will parade across campus and trick or treat in Moore Hall.
- On October 18, the ELC children took part in campus-wide White Cane Day activities.
- The ELC children and their parents rode the Red Train on October 25 to visit the Tactile Art Show at the St. Augustine Art Association.
- A Thanksgiving potluck luncheon will be held on November 21 for all the ELC children and their families.

Cary White Monthly Report – November 2019

Submitted by: Joy Carriger

Statistics:

Month	Aug	Sep	Oct	Nov	Dec
Class Visits	N/A	230	320		

Total Students	N/A	387	629		
Student Walk in Visits	N/A	157	309		
Check in/out	N/A	93	167		
Computers/ AV Equipment	N/A	50	53		
Homework/ Free Read	N/A	14	89		
Total Student Walk-Ins	N/A	157	309		
Total Students Assessing the Library (class visits + walk-ins)	N/A	387	629		
Checked Out Items	N/A	452	648		
Students	N/A	353	466		
Staff	N/A	99	182		
Total Items Checked Out	N/A	452	648		

Library Class Activities

ELC K/2- Nursery rhymes and holiday stories and craft activities

Elementary 3 – Holiday stories, poetry and craft activities

Elementary 4-5 - Genre study: Fantasy

Middle - Genre study: Mystery

High – SSR

ESE – (3) Holiday stories & poetry

Special Events: Book Club: Blind Middle and High SchoolArticles: Kaleidoscope**Lindheimer Media Center Monthly Report - November 2019**

Submitted by: David Snow

Check Out Numbers:

Month	Aug	Sept	Oct	Nov	Dec	
Staff	99*	80*	54*			
Student	48**	591**	1,415**			
Total	147					

Weekly Library Classes :

Elementary - **Week A:** 8 (plus one class from Parent Program) **Week B:** 3

Middle - **Week A:** 10 **Week B:** 0

High School (incl. 12+ students) - **Week A:** 0 **Week B:** 19.

Special Library Activities & Events:

I introduced the DMS/DHS classes to the horror genre for October. As a result, there was a surge of book checkouts that belonged to that genre! For the next DMS/DHS classes' library visits, I challenged them to find how many eyeballs were hidden in "plain sight" to fit the quote, "The Lindheimer Media Center is ALWAYS watching you!" They were given a small card to put down their name and the number total of eyeballs they thought they spotted. After Bea and I separated the tickets (keeping the ones with the correct eyeball total), we had a drawing, and the names chosen (one for DMS and other for DHS) win a prize of Halloween goodies. As a consolidation, I gave candy prizes to those who had guessed the number total on the tickets. It was a fun activity!

The DES also participated in the eyeball count activity, although not part of the drawing for prizes. I read out aloud some Halloween stories to them:

Touch and Feel Halloween by DK Publications (for Parent Program toddlers)

Skeleton Cat by Kristyn Crow (for kindergarten students)

The Runaway Pumpkin by Kevin Lewis (for various-grade classes)

Skeleton Hiccups by Margery Cuyler (for various-grade classes)

In a Dark, Dark Room and Other Scary Stories (for upper-grade classes)

Technology Services

- Single Sign-On Account Maintenance has been a larger project than in the past due to the state's transition of applications into the Single Sign-On platform as well as launching new applications specific to the safe school initiatives.
- Cabling projects under the previous contractor are being finalized and a date to provide on-boarding to the new contractor identified. A major project completed in November is the updating of cables in Moore Hall and the move of the IDF room to the second floor.
- The wifi system has been updated, and additional work is underway to improve the management of guest, short-term networks. More announcements will be shared with appropriate stakeholders when these additional features are added.
- A new campus Single Sign-On Platform has been launched to replace the one which had previously been used. This platform provides buttons for all applications which sync with the FSDB user id and password as well as buttons and a method to save passwords for those which require a unique login that does not sync.
- The transition of content out of FirstClass is almost complete. Forms and mini-applications are being developed in O365 so that process owners can receive their email notifications in Outlook.
- Doorbells have been installed in a few requested boarding areas and are being associated with MessageBoards through programming to prepare for the installation throughout the

Deaf Department areas. This is needed to improve communications day-to-day with the requirement that classroom doors remain locked when students are inside.

- The IT staff members have been involved in weekly training related to the set-up, support, and maintenance of equipment within the O365 system. New computers have been enrolled using a new method that is being tested with a small number of users.
- Windows computers are being refreshed to ensure users are up-to-date with the operating system and have all the applications required to run the O365 products.
- An analysis is underway to identify any products running on hosted servers, which may need to be upgraded in partnership with the department users/owners. As the network data centers have upgraded, there are a few legacy applications we host, which may need to be upgraded as well.

The **Information Systems** area completed the following projects:

- Submission of Survey 5 Edits and Survey 2 to the Florida Department of Education. Consultation with a variety of stakeholders across the campus on the data verification/validation before submission and after to correct any edits needed.
- Quarter 1 Report Cards were reviewed with consultation provided to school leaders to finalize Report Cards for printing — support for schedule changes for Quarter 2.

Records Management Coordinator projects:

- For Records Management training and support activities, the updated *Key for Disposition Eligibility* was posted to the Records Management folder in the new Office 365 portal for access by all FSDB staff members. This resource folder also contains documents including the following training materials: *Records Disposition Document* and samples, *FAQs – Records Management*, *Labels for Records and Forms*, and the *Purge Participation Checklist*.
- Thanks to all FSDB staff members who participated in records retention and proper disposition via the Records Management program, FSDB is maintaining compliance with State laws regarding retention and disposition. On October 23, 2019, staff throughout campus collectively shredded approximately 500 cubic feet of campus records that met their retention requirements. These files amounted to 8,672 pounds of paper contained in 169 boxes, in addition to 11 bins located on campus in Allied Health, Purchasing, Human Resources, Accounting, and Business Services. Since its inception, FSDB has shredded over **2,733** cubic feet of records. The next Shred Event is slated for February 26, 2020.
- The Records Management Compliance Statement form for 2018-2019 was submitted to the Bureau of Archives and Records management identifying 222.75 cubic feet of materials disposed of.

Respectfully Submitted

Shelley Ardis

Administrator of Outreach and Technology Services