



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

## Agenda

Board of Trustees Meeting  
January 24, 2020, 10:30 a.m.  
Moore Hall, CLD

	<u>Page No.</u>
<b>I. <u>Call to Order</u></b>	
<b>II. <u>Pledge of Allegiance</u></b>	
<b>III. <u>Roll Call</u></b>	
<b>IV. <u>Approval of Meeting Minutes</u></b>	
Minutes, December 13, 2019, Board of Trustees Meeting	1-4
<b>V. <u>President's Report</u></b>	
President's Board Report - Jeanne G. Prickett, EdD	5-7
Human Resources - Carrie Arnold	8
Communications and Public Relations - Nancy Bloch	9-11
Legislative Update - Patsy Eccles	12
<b>VI. <u>Public Comments</u> Limited to three (3) minutes per person</b>	
<b>VII. <u>Action Items</u></b>	
1. Surplus Property	13-14
2. 2019-2020 Reallocation of Excess or Unused Funds	15
3. Continuation of Business Prior to Approval of the FY 2020-2021 Operating Budget	16
4. FY 2020-2021 Out-of-State Tuition Rate	17
5. Use of FSDB Facilities Rate Schedule of FY 2020-2021	18-20
6. Operating Budget - Revision #2	20-24
<b>VIII. <u>Unfinished Business</u></b>	
Approval of Amendment to the FSDB Rule 6D-12.003, Campus Police Department authorizing issuance of Notice of Proposed Rule in Florida Administrative Register	25-33
<b>IX. <u>New Business</u></b>	
Enrollment/Outreach Committee Update	
Endowment Investment Committee Report and Action Items if needed	
President's Evaluation Review	
Special Request from the President - Reside Off Campus	
<b>X. <u>Department Updates</u></b>	
Allied Health Services - Stan Gustetic	34
Boarding Program - Kathleen Grunder	35-43
Business Services - Julia Mintzer	44-64
Blind Department - Carol Bogue	65-69
Deaf Department - Angela Saunders	70-76
Instructional Services - Tracie Snow	77-89
Outreach and Technology Services - Shelley Ardis	90-97
<b>XI. <u>Board Comments</u></b>	
<b>XII. <u>Adjournment</u></b>	



# 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 December 13, 2019, 10:30 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 10:34 a.m. in the Moore Hall Center for Learning and Development. The meeting was slightly delayed as a result of the Endowment Investment Committee meeting running longer than anticipated.

### **Pledge of Allegiance**

Blind High School student Triston Ray and Deaf High School Brieara Warren led the audience in the Pledge of Allegiance.

### **Executive Session**

Mr. McCaul announced that the first order of business was an Executive Session. He adjourned the Board meeting at 10:39 a.m. for the Executive Session.

The Board returned at 10:47 a.m., and Mr. McCaul closed the Executive Session. He then reconvened the regular Board of Trustees meeting and requested a motion, which Mrs. Chapman moved, to ratify the amendment made on November 22, 2019, with the FSDB Education Association, as discussed during the Executive Session. The motion was seconded by Mr. Hadley and was carried unanimously by the Board.

### **Approval of Meeting Minutes**

#### **Workshop, August 23, 2019**

Dr. Zavelson moved to approve the Workshop Minutes of August 23, 2019. The motion was seconded by Mrs. Siguler and was carried unanimously by the Board.

#### **Meeting, September 27, 2019**

Mr. Hadley moved to approve the Board Meeting Minutes of September 27, 2019. The motion was seconded by Mrs. Chapman and was carried unanimously by the Board.

### **President's Reports**

Dr. Prickett noted that she had nothing further to add to her written report; however, she complimented Ms. Kathleen Grunder, Administrator of the Boarding Program for the annual Holiday Celebration event that had taken place Thursday evening, December 12, 2019. Dr. Prickett said that there was a surprisingly large attendance of parents and families and that the students did a fantastic job, as did the staff. Santa and Mrs. Claus and the Grinch were a big hit, and everyone had a wonderful time.

### **Public Comment**

There were no public comments during this meeting.

### **Action Items**

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

##### **Surplus Property**

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

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

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

##### **Attorney Contract Amendment**

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

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

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

##### **FSDB Student Threat Assessment Policy**

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

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

#### **Action Item #4**

##### **Bulkhead Project**

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

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

Mr. Hadley had to leave the meeting at 11:20 a.m. due to an emergency.

### **Action Item #5**

#### **FSDB Medical Marijuana (OPP 10.47)**

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Board approval was requested for the FSDB Medical Marijuana Policy (Operational Policy and Procedure 10.47), as adopted by the President's Executive Team. Alternately, the Board's consideration was requested to approve a drafted revised policy that would allow caregivers to administer medical marijuana on School property under specific parameters in a location designated by the School.

#### **Discussion**

Mr. Sid Ansbacher, Board Counsel, explained as background information that the President's executive team has worked to get a policy version in place as required by the Florida Department of Education (FLDOE) by the end of the year. The leadership team developed the first policy and it went into effect on campus as an interim. However, there was an alternate possible version of the policy that was presented to the Board at this meeting to be considered.

The first version would allow the certified caregiver(s) to administer medical marijuana to the student/patient outside of the FSDB campus. The alternate version would permit the caregiver(s) to administer medical marijuana to the student/patient on campus at a specified location. The Board discussed the various aspects of the two versions for approximately 50 minutes and Mr. McCaul called to close the discussion for a motion.

Dr. Zavleson moved to accept alternate version of Operational Policy and Procedure (OPP) 10.47 with the added policy factor that caregivers can administer medical marijuana up until the student/patient's bedtime. He further added that if additional changes are required to the policy, the President will need to bring the policy back to the Board for review and ratification. The motion was seconded by Mr. Kramer and carried on a three to two vote in favor of the alternate version.

#### **Break**

The meeting recessed at 12:00 p.m. for a short break and reconvened at 12:13 p.m.

#### **Unfinished Business**

FSDB Campus Police Department Directive Manual

Mr. Ansbacher stated that the Rule was not properly noticed for this meeting, but that he will properly notice it for January's Meeting. No additional business was conducted on the manual.

### **New Business**

#### **Enrollment and Outreach Committee**

Dr. Zavelson, Chair of the Enrollment and Outreach Committee, said that the Committee meeting was productive and that they are looking at the possibility of working with an outside group to help understand how to market the School better. There were no action items from the Committee meeting.

#### **Endowment Investment Committee**

Mr. Hadley, Chair of the Endowment Investment Committee, had to leave the Board meeting early, so no report was given. Mr. McCaul stated that there was an additional Endowment Investment meeting scheduled for January 2020.

#### **President's Performance Evaluation**

Ms. Carrie Arnold, Director of Human Resources, explained that the evaluation forms would be sent to the Board electronically and that the completed evaluation must be e-mailed directly back to her by January 10, 2020. Mr. McCaul asked that Ms. Arnold send him the results electronically before the Board meeting on January 24, 2020.

### **Department Updates**

#### **Business Services**

Ms. Julia Mintzer, Administrator of Business Services, introduced Lieutenant David Moore as the new School Safety Specialist to replace Ms. Tracy Sampson, who accepted a position at the Department of Education.

### **Closing Comments**

Board members made their closing comments, and each wished Happy Holidays to everyone. Mr. McCaul thanked his fellow Board members for the way they handled the issue of medical marijuana.

### **Adjournment**

Meeting adjourned at 12:36 p.m.

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

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Jeanne Glidden Prickett, EdD, President

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Owen B. McCaul, Board Chair



### **Performances Featuring our FSDB Students**

In the week before the long winter break, FSDB students from both departments were shining as they performed for their classmates, families, staff members, and some specially invited guests. On December 17, the Dance Troupe dazzled us with "A Jolly Jive" in an afternoon performance.

The Blind Department music program students in chorus and instrumental music performed in the afternoon of December 18. The Outta Sight and N' Vision groups entertained us in the evening. All the students' performances showcased the skills that FSDB students are learning, and their considerable talents.

### **Students vs. Staff Academic Bowl Competition, Athletic Assembly**

Traditionally, on the final day before the Winter Break, a "Winterfest" is held with special activities in the Deaf Department High School. This year on December 19, for the Academic Bowl Student-Staff competition, I participated on the staff team with Angela Saunders, Dina Padden, Matt Smith, and Elizabeth Moody. Four players at a time are permitted, with a substitute for one or more rounds. After three rounds with different procedures for each, and timing differences for responses, the staff team emerged as victors. We reminded the student team members that this practice would help them target the areas they need the most to proceed to the official competition with the other deaf school teams from around the nation they will face.

Immediately following the Academic Bowl competition, we held an Athletics assembly to honor the all the teams with outstanding seasons. Student-athletes from the Blind Department champion Goalball teams joined us. We honored the Volleyball Champion Team members, the Goalball team members, and the Football team members who all had winning seasons and terrific records by having the coaches briefly summarize the season highlights and introduce players. Both the Academic Bowl and the Athletic Assembly gave the students a nice ending to the semester before the break began that afternoon.

### **"Stop the Bleed" Training**

On January 8, 2020, two presenters from St. Johns County came to train an FSDB team with personnel from a variety of roles in how to provide significant First Aid that goes beyond the typical First Aid skills that FSDB staff members are all trained to provide. That more intense First Aid involved learning the basic principles and skills for how to identify a wound that requires a tourniquet, how to apply the tourniquet, and how to identify a wound that requires

pressure to stop the blood flow with packing the wound to slow and stop the blood when a tourniquet could not be used because of the wound's location.

A slide presentation with the specific information and steps was followed by a "hands-on" opportunity for each trainee. Each person to complete the training, including the Pre-Test, the Post-Test, and an evaluation of the trainers and content was given a "Stop the Bleed" kit to keep in his/her office in case of emergency, furnished by FSDB specifically for FSDB use.

An interesting change in processes from when some of us had been trained decades ago included that the historic recommendation to release some of the tightness/pressure from a tourniquet after the blood flow has stopped for a period of time is no longer best practice. Now, the tourniquet is put in place and the tightness/pressure should be kept constant with the tourniquet continuing to be in place even once the blood flow has stopped, until first responders can get the injured person safely to a hospital or other comprehensive medical help (especially in combat zones. Much of the current thinking has been developed through research on stopping wounds from bleeding and saving lives in combat zones). It is considered safe to do so, and we were told that research has demonstrated that limbs are not lost by doing so.

The Florida Legislature is considering legislation that would require all high school students to become trained in how to stop traumatic bleeding. Their concern for schools having people trained on using tourniquets and other techniques to stop traumatic bleeding stems from the Marjory Stoneman Douglas High School shootings two years ago. Research has shown that with mass shootings such as that one, lives may be lost because of bleeding that could have been effectively stopped by the appropriate first aid until medical needs could be met comprehensively.

This training legislation would be an unfunded mandate, so it is not expected to pass. However, the FSDB leadership team members do feel that the training is important for staff members, whether or not the legislators enact the requirement for graduating high school students to have the training. We are committed to ensuring that FSDB has sufficient numbers of trained personnel on campus to provide that vital first aid in the event that it is unexpectedly needed by a student or colleague.

### **Florida Certified Contract Manager Training**

Several FSDB supervisors and personnel who manage vendor contracts, for example, for the Honeywell contract for alert systems on campus, are required to take training updates to maintain their credentials as Florida Certified Contract Managers (FCCMs). The training became a requirement following changes in the Florida vendor structure approximately five years ago. I am scheduled get my re-certification training completed on January 30 and 31 in Jacksonville.

The training was originally scheduled for early September. Because of Hurricane Dorian, training was canceled for the dates for which I had registered. I completed the training modules online that are required prior to attending the live training and will review those prior to attendance.

Jeanne Glidden Prickett, EdD



**Class Code Count**

Board of Trustees Administrator Positions	68
Teacher Positions	113
Specialist Positions	56
Select Exempt Service Positions	53
Career Service Positions	390

**General Revenue Positions** **648**

**Grant Funded Positions** **32**

**Add/Delete**

- 8299 RN Spec., CS 11 months to Exec. Dir. of Mental Health BOT Admin, 12 months
- 8012 Fiscal Assistant II to Accountant II
- 8508 Training & Research Manager SES to Director, BOT Admin
- 8207 Maintenance Superintendent II SES to Teacher

**Service Awards**

**25 Years**

Wendy Pinkston  
Margot Meharg

**15 Years**

Bobbie Raver

**10 Years**

Teressa Mackey  
Erin Wolfe

**5 Years**

Belinda Henson



**Communications and Public Relations Department**  
**Report to the FSDB Board of Trustees**  
**January 24, 2020**

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

**Crisis Communications**

Continued collaboration with emergency management team with refinements to our Crisis Communication Plan including media and messaging protocols. Developed MOU for use with community partners for media staging area(s). Coordinated communications issued to parents/legal guardians regarding three lockdown/shelter-in-place drills held during this time period.

**Earned Media**

Hosted WJXT (Action News Jax) campus visit on Dec. 10, which generated two news segments the following day, one during WJXT's 'Morning Show' and a second, lengthier piece during their 6 p.m. news show. Both focused on the importance of braille literacy and the shortage of teachers for the blind and visually impaired. A number of FSDB students were featured as was Dr. Prickett and Patrick Turnage, assistive technology coordinator and FSDB graduate.

**Communication Infrastructure**

Developed an Organizational Communication OPP (Operational Policy and Procedure) for PAT review to ensure that FSDB official communications are strategically planned, effectively managed, relevant and timely for all key stakeholders and are executed in the most appropriate manner possible to protect and strengthen the FSDB brand and reputation. Additional work is needed to coordinate this OPP with other policies for consistency including Staff Acceptable Use and Records Management.

**Marketing Collateral**

Marketing collateral continues to be shared across the state of Florida and beyond at various conferences, meetings, and networking activities by Outreach and various campus departments. Development of a new print/digital viewbook to replace the "About FSDB booklet" is in progress.

**News Stories**

Posted 28 stories on the FSDB website and social media, including 24 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 edCircuit, Sign1News, *Gainesville Sun*, *Palm Beach Post*, *St. Augustine Social*, and *St. Augustine Record*.

**Print/Digital 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*.
- Our advertising strategy is undergoing review at this time; winter/spring focus will be on getting the word out re: forthcoming Expanded Core Curriculum Summer Academies. Ad buys are slated to begin Jan. 2020.

**Radio Advertisements**

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

**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*—Florida Regional Cane Quest, and American Speech and Hearing Association Convention
- Discussions are ongoing to further differentiate roles and functions between the Outreach and Communications Departments.

**Photography/Videography**

- Campus photo production is ongoing for digital and print marketing collateral purposes. Produced student ID photos, including athletic roster and team photos, and took photos during National Hispanic Heritage Month, Battle of the Books, and Winter Athletics Recognition Assembly.
- Produced videos showcasing student successes across campus; more are currently in process.

**Website**

- The website had 9,335 visitors in November, of which 57 percent were new. A total of 26,693 pages were viewed for an average of two minutes and 15 seconds. Of the visitors, 53.57 percent were mobile users, with 41.30 percent desktop and 5.12 percent tablet users. Thirty-six users communicated with FSDB via web contact, separate from incoming phone calls. Most frequent topics: tours, admissions, outreach, athletics, internships, and human resources.
- In December, the website had 8,076 visitors of which 70 percent were new. A total of 24,765 pages were viewed for an average of two minutes and 16 seconds. Of the visitors, 58.02 percent were mobile users, with 37.28 percent desktop, and 4.7 percent tablet users. Twenty-nine users communicated with FSDB via web contact.

**Social Media – Facebook**

- Likes for the main page rose to 12,362 in November, with 33 posts, reach of 32,315 and 98,732 impressions. The top post was a video of *Sign1News School Shout out*; which reached 12,837 people with 477 reactions, 257 likes, 28 comments, and 78 shares.
- In December, likes for the main page rose to 12,389, with 31 posts, reach of 16,090 and 65,699 impressions. The top post was a video of *Veronica Hyatt: Student Spotlight*; which reached 4,704 people with 285 reactions, 136 likes, 20 comments, and 47 shares.

**Social Media – Twitter**

- Followers increased to 1,510, with 24 posts in November, 7,009 tweet impressions, 110 profile visits, and 32 mentions. The top tweet was "*Goalball teams travel to National Championships..*," which garnered 758 impressions.
- In December, followers increased to 1,511 with 13 posts, 4,519 impressions, 53 profile visits, and 10 mentions. The top tweet was "*FSDB being named NDIAA 8-Man Football National Champions*," which garnered 279 impressions.

**Social Media – Instagram**

- Followers rose to 1,583 with three posts and 429 likes in November. The top post was a photo of *Brieara Warren in her cap and gown*, liked by 182 people.
- In December, followers rose to 1,600 with six posts and 446 likes. The top post was a photo of *Deaf Elementary students handing out appreciation gifts to veterans*, liked by 106 people.

**Social Media – Vimeo/Facebook Livestream**

- Ten videos were uploaded in November; our channel had 2,786 plays for 54,572 minutes. Streamed four athletic events (girls soccer, girls basketball, and boys basketball) totaling of 3,837 views. In December, 17 new videos were uploaded; our channel had 1,855 plays for 38,715 minutes. Fourteen events were streamed including the Winter Athletic Recognition (2,500 views), one soccer match (702 views), four girls basketball games (2,399 views), five boys basketball games (2,819 views), Dance Troupe Holiday Performance (1,415 views), and two Blind Department Music Concerts (2,814 views) The top viewed event with 2,500 views was the *FSDB Winter Athletic Recognition program*.

**Social Media – YouTube**

- Five videos were uploaded in November; our channel had a total of 265,991 impressions (9 percent increase from October), 62 new subscribers (also a 9 percent increase from October), 27,646 views for 1,509 hours, and 16,330 unique viewers. The top video continues to be *The Wizard of Oz in American Sign Language* with 8,147 views.
- In December, we uploaded four videos; our channel had a total of 245,972 impressions, 11 new subscribers, 18,199 views for a total of 1,124 hours, and 10,616 unique viewers. *The Wizard of Oz* had 7,278 views.

**Museum & Museum-Related Campus Tours**

- Fifty-four people visited the museum during November and December; two campus tours were provided.



The Florida 2020 Legislative Session begins January 14, after the submission of this report. Therefore, an update will be given prior to or at the January 24 FSDB Board meeting. The Florida Education Association is promoting improved school funding with a major rally at the Capitol the day before the opening of the session. A major component of the improved funding program is enhanced teacher salaries. Senator Manny Diaz is sponsoring the key teacher salary bill (SB1088) for the Senate. FSDB is in continual communication with Sen Diaz as this bill proceeds.

Piggybacking on the teacher salary enhancement movement is the state employee organizations. Senator Bill Montford is once again taking legislative lead in this area. Since FSDB employees are state employees, any increases in pay would benefit FSDB non-instructional personnel. The Governor has not recommended increases for state workers.

School safety is another area on which legislators will continue to focus attention. Though the pressing legislative concern is the non-compliance of many school districts to requirements previously passed by the state legislature, additional school safety measures are expected to emerge resulting from two grand jury interim reports and recommendations of the post-Parkland commission.

Revenue and expenditure conferences are being held the week before and the first week of session to allow for the latest calculations of income and expenses needed to produce the state budget for Fiscal Year 2020-21. Besides the major revenue conference, PECO or the state Public Education Capital Outlay funding is reviewed and available funds for new spending will be estimated. FSDB will monitor this calculation with attention to its impact on the school's requested fixed capital outlay.

Next Actions:

House and Senate budget committees begin their subcommittee meetings starting with the first week of session with the intention to have a budget sent to the full appropriations committee by the end of January.

With session starting after this report deadline, expect further and more frequent legislative updates, as will be designed by FSDB President and myself.

**Submitted by:**

Patsy Eccles  
Legislative Specialist

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

**SUBJECT: Surplus Property**

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**PROPOSED BOARD ACTION**

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

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**Attachment: Surplus Property List**

**Presenter/Department: John Wester, Comptroller**

January 6, 2020  
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
40221	SECO FOOD HEATER CABINET	32 YRS	\$1,164.00
47109	EMBOSSER, BLAZIE BLAZER BRAILLE	21 YRS	\$1,650.00
51088	EMBOSSER, TIGER PRO MOD VPTT 1100	15 YRS	\$9,750.00
52778	MY READER	12 YRS	\$2,995.00
53534	MY READER 2	10 YRS	\$1,795.00
53871	SAFARI MPEG 2+4 DIGITAL ENCODER	10 YRS	\$9,521.68
55020	VIDEO MAGNIFIER 19" W/ARM/CONTR.	10 YRS	\$2,485.00
55097	SODA BLAST CABINET	10 YRS	\$4,767.30
55412	ULTRA SHORT THROW, EPSON PROJECTOR	9 YRS	\$1,036.00
55503	MAC MIN CTO	9 YRS	\$1,159.00

Review Board:

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Susan Bright  
Director of Purchasing

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Shelley Ardis  
Executive Director, Technical Services

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Corbett Owens  
Technology Resource Coordinator

January 24, 2020  
Action Item Number 2

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

**SUBJECT: 2019-2020 Reallocation of Excess or Unused Funds**

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**PROPOSED BOARD ACTION**

Board approval is requested to reallocate excess or unused funds from external categories and/or projects that have balances to those having deficits for FY 2019-20 for General Revenue and the Trust Funds.

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**Presenter/Department: Alison Crozier, Director of Budgets and Grants**

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

**SUBJECT: Continuation of Business Prior to Approval of the FY 2020-2021 Operating Budget**

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**PROPOSED BOARD ACTION**

Board approval is requested to continue the financial operations of the School from July 1, 2020 to the date of Board approval of the FY 2020-2021 FSDB Operating Budget. All expenditures shall be subject to retroactive ratification by the Board.

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**Presenter/Department: Alison Crozier, Director of Budgets and Grants**

January 24, 2020  
Action Item Number 4

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

**SUBJECT: FY 2020-2021 Out-Of-State Tuition Rate**

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**PROPOSED BOARD ACTION**

Board approval is requested to establish the Out-of-State Tuition rate for the 2020-2021 School Year at a cost of \$16,957 annually. The Out-of-State Tuition charge offsets the added cost of providing services. This rate represents an increase of \$267 from this year's annual tuition rate. The School does not currently have any out-of-state students.

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**Presenter/Department: Alison Crozier, Director of Budgets and Grants**

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

**SUBJECT: Use of FSDB Facilities Rate Schedule 2020-2021**

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**PROPOSED BOARD ACTION**

Board approval is requested to implement the Use of FSDB Facilities Rate Schedule for the 2020-2021 fiscal year. The amounts represent a 13% due to increased expenditures in utilities, maintenance and repairs.

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**Attachment: Use of FSDB Facilities Rate Schedule 2020-2021**

**Presenter/Department: John Wester, Comptroller**

**Use of FSDB Facilities – Rate Schedule  
Effective July 1, 2020**

**A. ROOM USE**

	<b>BUILDING NAME</b>	<b>FLAT FEE</b>
*	Campus-wide Per Room	\$207.49
**	Kirk Auditorium	\$1,446.88
**	Music Building Auditorium	\$939.60
	Settles Gym	\$2,145.24
	Knowles Gym	\$944.64
	Copeland Gym	\$1,085.95

\* All rooms (classrooms, conference rooms, gyms, etc.) shall be charged per room for the Flat Fee, which includes utilities. Dormitory use – see below.

\*\* No food or beverages. Flat Fee includes utilities.

\*\* Occupancy will be limited to the available seating. (Kirk Auditorium – 841; Music Building Auditorium – 243)

\*\* Aisles and exits will be kept clear at all times.

**NOTE:** One-half the amount of the Flat Fee will be applied to times of use other than the performance hours (rehearsals, early openings, etc.). Flat Fee charges apply to each single use for a duration of no longer than one 8-hour day per single use.

**B. DORMITORY USE**

The fee shall be \$33.00 per night, per person, per single room. The fee includes utilities, use of bath facilities, and custodial labor.

<b>DORMITORIES</b>		
Bloxham Hall	Koger Hall	Rhyne Hall
Cary White Complex	Kramer Hall	Ted Johnson Apartments
Collins Hall	MacWilliams Hall	Vaill Hall
Gregg Hall	McLane Hall	Wartmann Hall Apartments
James Hall	Ray Charles Apartments	

**C. VEHICLE USE**

FSDB vehicles are not available for use.

## Use of FSDB Facilities – Rate Schedule

Effective July 1, 2020

Page 2

### D. LABOR

Program Support Personnel (Maintenance and Custodial) will be required at all indoor events. Maintenance personnel are required beginning one-half hour prior to the start of the event until completion of the event. Custodial personnel are required to provide cleanup. Campus Police will be utilized during events requiring parking and traffic control. Each event will be reviewed to determine the approximate labor hours required.

**Additional personnel will be required when occupancy is expected to be at capacity or when deemed appropriate by FSDB. The following hourly rates will be applied to the fee based on the personnel needs required for the event. The costs are the responsibility of the facility user.**

SUPPORT PERSONNEL	HOURLY RATES
Custodial	\$22.11
Maintenance Technician	\$27.78
Police	\$43.25
Safety	\$30.11
Audio/Visual Technician	\$26.91

### E. MISCELLANEOUS FACILITIES

Program Support Personnel may be required for outdoor events. Each event will be reviewed to determine the approximate labor hours required.

FACILITY	FEE
Tennis Courts	Day Use: \$28.00 per hour Night Use: \$40.00 per hour
Football Field/ Track	Day Use: \$90.00 per hour Night Use: \$113.00 per hour
Grounds	\$226.00 per use
Pool	\$23.00 per hour A certified lifeguard must be on duty at all times when the pool is in use. The facility user is responsible for securing the certified lifeguard.

### F. FOOD COSTS

The facility user will arrange menus and provide the estimated number of participants to be served. This information will be provided to the FSDB Director of Culinary Programs. The FSDB Director of Culinary Programs, in turn, will order the appropriate food items to implement the approved menu. Invoices for food will be presented to the facility user for immediate payment at the conclusion of the activity. In addition, the facility user must engage FSDB Culinary Programs employees under separate contracts at their current hourly rates. The FSDB Director of Culinary Programs will provide a list of requisite employees under separate contracts at current hourly rates.

Record Series: GS1-270 Facility Reservation/Rental Records, Rev: 05/2017

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

**SUBJECT: Operating Budget – Revision #2**

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**PROPOSED BOARD ACTION**

Board approval is requested for FY 2019-20 Operating Budget – Revision #2.

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Note:

Revision #2 – Category 104166 reflects a budget realignment based on projected expenditures.

Fund 2261	5,000.00	Food Products
Fund 2261	(5,000.00)	Expense
Fund 2339	2,000.00	Overtime
Fund 2339	(2,000.00)	Expense

Revision #2 – Category 130300 reflects a budget realignment in support of safe school initiatives.

Fund 1000	600,000.00	Safety/Security/Health/Welfare Enhancements
Fund 1000	(600,000.00)	Property Enhancements

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**Attachment: Operating Budget - Revision #2**

**Presenter/Department: Alison Crozier, Director of Budgets and Grants**

**The Florida School for the Deaf and the Blind  
2019-20 Operating Budget**

**FY 2019-20 SPECIAL CATEGORY - RISK MANAGEMENT INSURANCE (103241)**

From General Revenue	\$	591,185.00
From Administrative Trust Fund		54,718.00

**FY 2019-20 GENERAL REVENUE FUND (104166)**

Salaries and Benefits	37,577,850.00
Other Personal Services	2,998,162.00
Expense	4,461,307.00
Operating Capital Outlay	849,545.00
Food Products	305,400.00
Special Categories:	
Professional Supplements	116,990.00
Florida Best and Brightest Teacher and Principal Program	147,500.00
Overtime	157,488.00
Students Home on Weekends	1,874,525.00
<b>TOTAL GENERAL REVENUE FUND</b>	<b>48,488,767.00</b>

**FY 2019-20 ADMINISTRATIVE TRUST FUND (104166)**

Salaries and Benefits	91,704.00
Other Personal Services	12,000.00
Expense	12,000.00
Operating Capital Outlay	5,000.00
<b>TOTAL ADMINISTRATIVE TRUST FUND*</b>	<b>120,704.00</b>

\* Carry forward appropriation is available if additional grants are awarded.

**FY 2019-20 FEDERAL GRANTS TRUST FUND (104166)**

Salaries and Benefits	1,264,239.00
Other Personal Services	319,898.00
Expense	352,182.00
Operating Capital Outlay	10,000.00
Food Products	27,000.00
Overtime	3,000.00
<b>TOTAL FEDERAL GRANTS TRUST FUND*</b>	<b>1,976,319.00</b>

\* Carry forward appropriation is available if additional grants are awarded.

**FY 2019-20 GRANTS AND DONATIONS TRUST FUND (104166)**

Salaries and Benefits	862,533.00
Other Personal Services	1,208,629.00
Expense	403,263.00
Operating Capital Outlay	50,000.00
Food Products	500.00
Overtime	3,400.00
<b>TOTAL GRANTS AND DONATIONS TRUST FUND*</b>	<b>2,528,325.00</b>

\* Carry forward appropriation is available if additional grants are awarded.

**FY 2019-20 SPECIAL CATEGORY - PEOPLE FIRST ASSESSMENT (107040)**

From General Revenue	207,433.00
From Administrative Trust Fund	40,935.00

**TOTAL FY 2019-20 SPECIFIC APPROPRIATIONS** **\$ 54,008,386.00**

**The Florida School for the Deaf and the Blind  
2019-20 Operating Budget**

**FY 2019-20 SPECIAL CATEGORY - CARRY FORWARD (130300)  
(Per Section 1011.57(4), F.S.)**

<b>Carry forward from General Revenue</b>	<b>\$</b>	<b>20,674,756.33</b>
FY 2018-19 Payables		3,254,477.48
 <b>FY 2019-20 Recommended Projects</b>		
Campus-wide Planning		195,000.00
Furniture - Student Spaces		80,000.00
PECO/FCO Advances (revolving balance)		500,000.00
Mechanical Enhancements		240,000.00
Structural Enhancements		338,509.00
Safety/Security/Health/Welfare Enhancements		2,803,240.00
Technology Enhancements		322,269.52
Property Enhancements		4,690,328.00
<b>Subtotal - Recommended Projects</b>		<b>9,169,346.52</b>
<b>Emergency Reserve - Disaster Recovery</b>		<b>1,200,000.00</b>
<b>Emergency Reserve - Operating</b>		
Minimum of 5% and up to two months average General Revenue expenditures based on the prior fiscal year		7,050,932.33
<b>TOTAL CARRY FORWARD FUND</b>	<b>\$</b>	<b><u>20,674,756.33</u></b>
 <b>FY 2019-20 SPECIAL CATEGORY - NONOPERATING TRANSFER AUTHORITY</b>		
From Administrative Trust Fund (180007)		150,000.00
From Federal Grants Trust Fund (180200)		5,000.00
From Federal Grants Trust Fund (181259)		175,000.00
From Federal Grants Trust Fund (185080)		150,000.00
From Federal Grants Trust Fund (220030)		20,000.00
From Grants and Donations Trust Fund (181259)		30,000.00
<b>FY 2019-20 TOTAL APPROPRIATED FUNDS</b>	<b>\$</b>	<b><u>75,193,142.33</u></b>

**The Florida School for the Deaf and the Blind  
2019-20 Operating Budget**

**History:**

7-1-19 All figures, except carry forward and nonoperating transfers, tie to Laws of Florida, Ch. 2019-115

8-2-19 Per EOG Memo #20-005 Casualty Insurance Realignment - Category 103241

Fund 1000	(140,903.00)
Fund 2021	(6,949.00)

8-2-19 Per EOG Memo #20-006 Human Resources Services Adjustment - Category 107040

Fund 1000	(1,381.00)
Fund 2021	(272.00)

8-23-19 Per EOG Memo #20-010 State Employee Retirement Adjustments

Fund 1000	63,336.00
Fund 2021	100.00
Fund 2261	2,047.00
Fund 2339	977.00

12-2-19 Per EOG Memo #20-014 State Employee Health Insurance Adjustments

Fund 1000	207,749.00
Fund 2021	326.00
Fund 2261	6,692.00
Fund 2339	3,194.00

1-7-20 Budget Realignment - Category 104166

Fund 2261	5,000.00	Food Products
Fund 2261	(5,000.00)	Expense
Fund 2339	2,000.00	Overtime
Fund 2339	(2,000.00)	Expense

1-7-20 Budget Realignment - Category 130300

Fund 1000	600,000.00	Safety/Security/Health/Welfare Enhancements
Fund 1000	(600,000.00)	Property Enhancements

## 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: [chandlee@fsdb.k12.fl.us](mailto:chandlee@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: [chandlee@fsdb.k12.fl.us](mailto:chandlee@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.

CURRENT EFFECTIVE DATE \_\_\_\_\_

Generated pursuant to s. 1002.36(8)(f), F.S., and Rule 6D-12.003(6), F.A.C.  
Board of Trustees Report - January 24, 2020

## **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 \_\_\_\_\_

**INCIDENT INFORMATION**

Type of Enforcement Action: Arrest  Search Warrant  Other (Specify)

Offense(s)

Number of Subjects Present/Involved      Subject(s) Armed? Y  N       Weapon Type

Does Subject Have a History of Violence? Y  N       Specify      Number of Law Enforcement Personnel Present/Involved

**RESISTANCE/THREAT OFFERED BY SUSPECT**

Check all that are applicable: Verbal  Passive Physical Resistance (refused to comply or respond)

Active Physical Resistance (evasive/avoidance movements, bracing/tensing, pulling away)

Aggressive Physical Resistance (hostile attacking movements threatening injury)

Aggravated Physical Resistance (threatens death or serious physical injury)

**FORCE USED BY THE LEO**

Check all that were utilized: Pain Compliance  Technique(s) Utilized

Counter Moves  Specify

OC Aerosol  ASP Baton  Less-Lethal Munition

Other Impact Weapon  Specify

Incapacitation Technique  Specify

Deadly Force  Firearm  Other Weapon/Technique  Specify

**NARRATIVE**

Briefly describe the incident, the force used, the resistance or threat being offered by the subject when the force was used and any injuries and medical treatment to subjects, LEOs or other persons:

Supervisor Completing Report

Date



	Total	Aug 19	Sept 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	Mar 20	Apr 20	May 20
<b>ACU Visits</b> (*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	496	381					
<b>TCU Visits</b> (*Total includes all students that were admitted to the TCU.)	66	26	40	74	52	47					
<b>Eye Clinic- Specialty</b>	3	0	3	14	6	9					
<b>PDC Clinic- Specialty</b>	25	16	9	11	18	10					
<b>Off Campus</b> (*ER visits, Ophthalmology, Home)	6	3	3	4	5	7					
	<b>967</b>	<b>423</b>	<b>544</b>	<b>826</b>	<b>577</b>	<b>454</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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	91	65					
Medical Director/ Pediatrician	25	16	9	11	18	10					
Ophthalmologist	3	0	3	14	6	7					
	<b>195</b>	<b>85</b>	<b>110</b>	<b>162</b>	<b>115</b>	<b>82</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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	4	6					
X-ray	2	0	2	4	0	0					
Emergency	3	0	3	5	1	1					
Other	0	0	0	0	0	5					
Operative	5	0	5	6	0	13					
Surgical	0	0	0	0	0	1					
Preventative	0	0	0	1	0	3					
Screening	3	0	3	14	0	6					
Exam	4	0	4	3	0	4					
	<b>26</b>	<b>0</b>	<b>26</b>	<b>49</b>	<b>5</b>	<b>39</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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	0	28					
Hygienist	13	0	13	25	5	11					
	<b>26</b>	<b>0</b>	<b>26</b>	<b>98</b>	<b>5</b>	<b>39</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



### **Apartment Program**

- Our Annual Thanksgiving Dinner was a success. Dinner was on Wednesday, November 20<sup>th</sup>. Students learned to prepare turkeys and hams and a variety of side dishes. Our dinner consisted of an endless number of tasty dishes, including a table filled with desserts. Students commented that they enjoyed the dinner. Student comments of enjoyment matched the empty food containers that remained.
- On December 12<sup>th</sup>, we had our annual Holiday Celebration. During the celebration, we were responsible for hosting Santa's Village. We had Santa, Mrs. Claus and The Grinch in attendance, and many elves working during the event to help excited children and their families see the signing Santa. There were also many elves helping behind the scenes. We had students and staff help with the setup and cleaned up. Everyone enjoyed the event. We had several students from on-campus and off-campus that came to see Santa. We had a variety of students who had wish lists for Christmas. One girl had a long list that she shared with Santa. Midway through her list, she states, "I want a unicorn that I have been asking for, for the past three years." People in line chuckled at her statement. We also had many questions regarding "Where are the reindeers?" Santa responded by saying, "Florida is too hot, the reindeer stayed at the North Pole, and we flew down." We had many families posing for pictures with Santa and Mrs. Claus. We also had many children giving hugs to Mrs. Claus. Children who came to see Santa left with a goodie bag filled with treats.
- We continue to have students working on their independence skills. Students are doing biweekly shopping and learning to prepare meals. We have several students that have learned how to go to customer service to ask for shopping assistance. We have noticed an increase in discussion on meal plans and preparations. Students are voicing their opinions regarding meal choices and who is going shopping. Students who have busy schedules are learning alternate methods for preparing meals. Students are also trying new recipes. A staff was recently approached by a student who wanted to know what is in taco soup. The question was asked due to the student reviewing the meal plans. The staff was baffled, but a quick internet search, and we learned the recipe for taco soup.

The Boarding Program supervisors and PBIS coach will be working on training for staff that will teach PBIS standards and how to apply PBIS in the Apartment Program. We plan to have the training in January. We are hoping that re-teaching the staff the PBIS expectations will prompt PBIS with the students.

### **Blind Department**

#### Kramer Hall

Kramer Hall had an exciting month, but students and staff alike are looking forward to Winter Break! The Kramer kids enjoyed the month of December. We decorated the dorms and Christmas trees. We had Christmas storytime; all students took turns telling their favorite Holiday stories along with hot

chocolate and popcorn. We had a few movie nights and enjoyed watching Holiday movies such as Home Alone, Home Alone Lost in New York, and How the Grinch Stole Christmas.

We also had our annual Holiday Party with pizza, drinks, dessert, music, and dancing. Additionally, our students played a significant role in Holiday caroling for the FSDB Holiday Program on December 12<sup>th</sup>. Our kids did an excellent job!

### Cary White

- The majority of Cary White went to the movies in St. Augustine this month. The kids had a splendid time at movies, and all they continued to talk about was that hot, buttery popcorn. Yes, the popcorn is that good.
- Pod 228. The girls went to Walmart and shopped for supplies to prepare a spaghetti dinner. They had a budget of \$100. They had to make careful selections to stay within the budget. They returned to the dorm and had to prepare the dinner, serve it, and clean up afterward. They all thoroughly enjoyed themselves — what a valid lesson to learn during the Christmas season, the lesson of not overindulging in spending.

### Koger Hall

- Koger and MacWilliams Halls came together for an end of the semester celebration dinner. The Juniors from both dorms cooked the main dishes with the Sophomores making the desserts and the lucky Freshmen having cleanup duty. Everyone had a great time, including the staff.
- *Taking the Lead Program* – This month's student made a goodie basket for the staff who work in the household department as a special thank you gift to them. There was emphasis put on doing something for people that, on occasion, can be underappreciated. The gratitude that displayed on their faces was priceless.

### MacWilliams Hall

- It is here, winter break, and the half-way point of the school year. November and December seem to be the shortest months of the year with Thanksgiving and the winter holiday break. The young men of MacWilliams have been long awaiting this time of year, and they seem to like the vacations!
- The students of MacWilliams Hall have completed two separate community service projects recently. The first consisted of a handmade poster-board "Get well soon" card for one of the ladies in the MacWilliams Cafeteria. They each wrote (or Brailled) a personal message to Ms. Janice after she was in the hospital for a brief stay. The card was then hand-delivered to Ms. Jan by one of our staff Ms. Katrina. The card and get well wishes were graciously received, and Ms. Jan greatly appreciated the time our young men put into wishing her well for her recovery.

- This month the students of both the Girls Dorm (Koger Hall) and Boys Dorm (MacWilliams) decided to come together, and in a combined effort, their community service project was for each other. The students with a little help from staff, planned, shopped, prepared, and cooked for a "community meal." The Juniors were responsible for the main course, the Sophomores, with the help of our *in-house pastry chef* (Mr. Baker), prepared some decadent desserts, and the Freshmen opted for the setup and cleanup for the evening. The young men and women came together, and no one left hungry, we were able to provide dinner as well to the men and women of FSDB's Campus Police.
- We are happy to report that the new students that have joined us this year are doing well. They have adjusted pretty well to dorm life at FSDB. We are also happy that a former dorm student who, for some time, opted to be a day student has returned to the dorm and is doing well with his peers. We will also be receiving another new student in the New Year when we return from Winter Break.

## Deaf Department

### Vaill Hall

- We have started our community service in Vaill. This month we delivered goodies and a bouquet of flowers to HCC. The students and staff appreciate everything they do for us, so we wanted to show them gratitude.
- The students did a great job in the Holiday Celebration Program. They often practiced getting ready for the program. The students were very excited to see Santa and Ms. Claus. Many parents came to watch the children perform.
- The students have also been busy with dance, ballet, and tap. They practice on Mondays and Wednesdays, and there are two classes each day.

### Gregg Hall

- On Monday, November 4, 2019, the dorm supervisor had a dorm meeting with all the students to review CR2 (Cooperation, Respect, Responsibility) and dorm rules. Eighth-grader Katrina K. volunteered to explain what it means to be the Gregg Hall "Student of the Quarter."
- In November 2019, FSDB Police Officer Lt. Wimberly presented a workshop in Gregg Hall regarding "Cyber Safety." This workshop delivered in three sessions on November 5th, November 11th, and November 19th. The students were very engaged in this curriculum and had many questions.
- During the week of December 1, 2019, the students assisted the staff with decorating the dorm for the holidays. The students were cooperative and respectful of one another while making the dorm jolly.
- On Thursday, December 12, 2019, students and staff attended the Annual FSDB Holiday Celebration. The students were very excited to have hot cocoa, cookies, and loved meeting the Grinch.

- On Monday, December 16, 2019, we had a Holiday Celebration in the dorm. The students ate dinner in the dorm and participated in making cookies. One of the staff members presented a lesson about friendship. She asked each student, "What does being a friend mean to you?" Then, each student was presented with a friendship bracelet.
- On Tuesday, December 17, 2019, students and staff attended the Annual FSDB Christmas Dinner in Memorial cafeteria. The students enjoyed having a sit-down dinner with the staff in the cafeteria.
- On Wednesday, December 18, 2019, Gregg Hall students and staff will be going on a field trip to see a presentation of the Nutcracker in Gainesville.

#### McLane Hall

- The students had a workshop with campus police about practicing safety off-campus. The students learned about how to be safe, and the staff explained the importance of using CR2 behavior off-campus. Students were involved with the discussion and gave examples.
- The students enjoyed decorating the dorm for the holidays. They helped cook snacks for the decorating party and showed great respect and cooperation to staff and their peers.
- Several of the students went to watch middle school boys' basketball game. The students cheered for their peers and were very supportive. The boys were encouraging and showed CR2 behavior at the game.
- Staff had a follow-up meeting with the students about the importance of CR2 behavior. The boys had the opportunity to present their thoughts on CR2 and being positive and supportive of others.
- Students attended a few Holiday events. They participated in the special suppers for Thanksgiving and Winter Break. They also participated in the Holiday Celebration on December 12. The boys enjoyed the snacks and activities at the Holiday Celebration and demonstrated incredible respect, cooperation, and responsibility at all the events.

#### James Hall

- For the curriculum, we focused on identifying food preparation procedures and identifying and demonstrating the use of basic appliances and tools. We want the girls to know the procedures for preparing their food. The girls need to be able to identify basic appliances and tools. The girls learned to prep terms and how to properly prepare their foods. We also taught them how to use basic appliances and tools.
- For November, we decided to clean our Adopt a Highway section. The girls went out onto San Marco to help beautify streets by picking up the litter that was on the ground. We value our community and love to see it clean.
- The girls continued to earn Positive Behavior tickets and will be able to start using them in the dorm's PBIS store starting in January 2020. The Honor Dorm girls will be starting their "Mentoring a Student" program with the Middle School girls in January 2020.

#### Rhyne Hall

- Before Thanksgiving Break, the students went to meet their little brothers for our mentorship program with the middle school students at McLane Hall. We had meetings about our mentorship program, and then we selected who would be matched for big/little brothers. After that, we had a pizza and chicken wings party. The party gave them time to get to know their "little brother."
- After Thanksgiving Break, high school students happily came back to the dorm to catch up with their friends and talk about what they did during the break. They talked about how much food they ate on Thanksgiving Day and about spending time with their families and friends.
- The students planned a holiday dinner. They planned the dinner, researched prices, and went shopping with staff. The students and staff cooked dinner together in the dorm to celebrate the holidays.
- Students went to the FSDB holiday event. There were three places for the students to enjoy, the performance in Kirk Auditorium, the basketball game in Settle Gym, and hot chocolate and cookies at Dragon's Lair. Most of the boys went to the basketball game. During half time, they went to Dragon's Lair for cookies and hot chocolate. Other students went to check out performances and found them entertaining.
- Staff and students went to St. Johns Library this month to volunteer. Students picked up litter around the library.

Staff are continuing to give PBIS tickets to the students. We have a lot of new rewards in our PBIS store. The students can use their PBIS tickets to purchase drinks and phone charges.

## 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:

#### **8.37.3- Plan Vacation Time.**

##### **Blind Elementary (K-5)-**

- **11/18/19:** *Swimming* at the Pool.
- **11/19/19:** *Bowling and Games* at the Canteen.
- **11/20/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **11/21/19:** *Arts and Crafts* in the Canteen.
- **12/02/19:** *Movie Night* at Epic Theater St Augustine.
- **12/03/19:** *Bowling and Games* at the Canteen.
- **12/04/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **12/05/19:** *Swimming* at the Pool.
- **12/09/19:** *Swimming* at the Pool.
- **12/10/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **12/11/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **12/12/19:** *Holiday Celebration Performance* at Kirk Auditorium.
- **12/16/19:** *Holiday Movie* at Cary White Dorm.
- **12/17/19:** *Bowling and Games* at the Canteen.

- **12/18/19:** *Make an Ornament* at Knowles Hall Gym.

**Deaf Elementary 1 (K-3)-**

- **11/18/19:** *Table Games* at Knowles Hall Gym.
- **11/19/19:** *Swimming* at the Pool.
- **11/20/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **11/21/19:** *Arts and Crafts* at the Canteen.
- **12/02/19:** *Movie Night* at Epic Theater St Augustine.
- **12/03/19:** *Bowling and Games* at the Canteen.
- **12/04/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **12/05/19:** *Swimming* at the Pool.
- **12/09/19:** *Swimming* at the Pool.
- **12/10/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **12/11/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **12/12/19:** *Holiday Celebration Performance* at Kirk Auditorium.
- **12/16/19:** *Vail Hall Open House* at Vail Hall.
- **12/17/19:** *Holiday Movie* at Kirk Auditorium.
- **12/18/19:** *Make an Ornament* at Knowles Hall Gym.

**Deaf Elementary 2 (4-5)-**

- **11/18/19:** *Table Games* at Knowles Hall Gym.
- **11/19/19:** *Swimming* at the Pool.
- **11/20/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **11/21/19:** *Arts and Crafts* at the Canteen.
- **12/02/19:** *Movie Night* at Epic Theater St Augustine.
- **12/03/19:** *Bowling* at the Dragon's Lair.
- **12/04/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **12/05/19:** *Swimming* at the Pool.
- **12/09/19:** *Swimming* at the Pool.
- **12/10/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **12/11/19:** *Holiday Celebration Practice* at Kirk Auditorium.
- **12/12/19:** *Holiday Celebration Performance* at Kirk Auditorium.
- **12/16/19:** *Vail Hall Open House* at Vail Hall.
- **12/17/19:** *Holiday Movie* at Kirk Auditorium.
- **12/18/19:** *The Magic of Nutcracker* at The Curtis M Phillips Center for the Performing Arts.

**Middle School Activities:**

**8.35.3- List personal requirements of leisure time.**

**Blind MS (6-8)-**

- **11/18/19:** *Swimming* at the Pool.
- **11/19/19:** *Bowling, Games, and Social Time* at the Dragon's Lair.
- **11/20/19:** *Family Feud* at the Canteen.
- **11/21/19:** *Table Games* in the Canteen.
- **12/02/19:** *Games* at Copeland Gym.

- **12/03/19:** *Movie Night* at Epic Theater St Augustine.
- **12/04/19:** *Adult Coloring* at Cary White Pod Area.
- **12/05/19:** *Swimming* at the Pool
- **12/09/19:** *Swimming* at the Pool.
- **12/10/19:** *Bowling and Social Time* at the Dragon's Lair.
- **12/11/19:** *Make a Snack* at Cary White Pod.
- **12/12/19:** *Holiday Celebration* at Kirk Auditorium.
- **12/16/19:** *Make an Ornament* at Knowles Hall Gym.
- **12/17/19:** *Bowling and Social Time* at the Dragon's Lair.
- **12/18/19:** *Holiday Concert* at the Music Building.

**Deaf MS (6-8)-**

- **11/18/19:** *Ultimate Frisbee* at Knowles Hall Gym.
- **11/19/19:** *Bowling and Social Time* at the Dragon's Lair.
- **11/20/19:** *Swimming* at the Pool.
- **11/21/19:** *Table Games* in the Canteen.
- **12/02/19:** *Games* at Knowles Hall.
- **12/03/19:** *Movie Night* at Epic Theater St Augustine.
- **12/04/19:** *Swimming* at the Pool.
- **12/05/19:** *Kickball* at Knowles Hall Gym.
- **12/09/19:** *T Ball* at Knowles Hall Gym.
- **12/10/19:** *Bowling and Social Time* at the Dragon's Lair.
- **12/11/19:** *Swimming* at the Pool.
- **12/12/19:** *Holiday Celebration* at Kirk Auditorium.
- **12/16/19:** *Make an Ornament* at Knowles Hall Gym.
- **12/17/19:** *Bowling and Social Time* at the Dragon's Lair.
- **12/18/19:** *The Magic of Nutcracker* at The Curtis M Phillips Center for the Performing Arts.

**Both MS Groups (6-8)-**

- Home Basketball Games at Settles Gym on 11/21, 12/5, 12/9, 12/12, 12/17, and 12/18.
- Home Soccer Game at Usinia Field on 12/2.

**High School and Apartment Program Activities:**

**8.33.3- Locate recreational facilities and equipment in the community.**

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

- **11/18/19:**
  - *Bowling* at the Dragon's Lair.
- **11/19/19:**
  - *Bowling and Games* at the Canteen.
  - *Weight Room* at the Knowles Hall Weight Room.
- **11/20/19:**
  - *Table Games* at Knowles Hall Gym.
  - *Swimming* at the Pool.
  - *Weight Room* at the Knowles Hall Weight Room.

- **11/21/19:**
  - *Basketball, Music, and Social Time* at MacWilliams Basketball Court and Pavilion.
  - *Home Basketball Games* at Settles Gym.
- **12/02/19:**
  - *Bowling* at the Dragon's Lair.
  - *Movie* at Kirk Auditorium.
  - *Home Soccer Game* at Usina Field.
- **12/03/19:**
  - *Bowling* at the Canteen.
  - *Weight Room* at the Knowles Hall Weight Room.
- **12/04/19:**
  - *Movie Night* at Epic Theater St Augustine.
- **12/05/19:**
  - *Table Games* at Knowles Hall Gym.
  - *Weight Room* at the Knowles Hall Weight Room.
  - *Home Basketball Games* at Settles Gym.
- **12/09/19:**
  - *Bowling* at the Dragon's Lair.
  - *Home Basketball Games* at Settles Gym.
- **12/10/19:**

*Bowling and Games* at the Canteen.

### **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 training, and independent living skills activities.

#### **Professional Development Activities**

- **Eyvolle M. Pamphile completed and participated in the following:**
  - Training Magazine Network (TMN): Webinar on 12/10/19- *Secrets for Using Video to Flip Your Employee Training, Onboarding, and More.*
  - Training Magazine Network (TMN): Webinar on 12/17/19- *It is Not You...Well, Actually It Is You: The Art of Helping People Change.*
- **S.U.P.E.R-visor Updates & Training:**
  - *Supervisory Updates* forwarded on 11/15/19 via the *Fall 2019 to Spring 2020 BP Leadership* Google Classroom-
  - Video from the Alanis Business Academy- *The Hawthorne Effect: Why Workers Respond to More Than Money.*
- **Staff Workshops: Fall 2019 Blind Department Professional Development Program:**
  - **11/19/19:** 12 Week Basic Orientation & Mobility with Cristina Sapp- FSDB Orientation & Mobility Specialist, ends for Boarding & Academic staff.
  - **11/20/19:** 12 Week Braille I & II with Mary Bilancio-FSDB Blind Department Parent Advisor and State Trainer, ends for Boarding & Academic Program staff.

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

- **Dorm Instructor Updates- 11/05/19 to 12/19/19**
  - Staff Updates forwarded on 11/14/19 via the *2019-2020 ILS Hour Exchange* Google Classroom- *Identifying Money and Making Change*.
- **Monthly In-Service Training - 11/18/19 to 12/09/19**
  - **Internet Safety & Digital Citizenship 2019-2020: October Training for 136 Staff via Adobe Connect.**
    - *Lesson#2: Digital Citizenship.*
    - 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*

Kathleen Grunder  
Administrator of Residential Services



**ACCOUNTING/BUDGETS & GRANTS**

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

**Purchasing**

*Tangible Personal Property Inventory – Rule 69I-72.006, Florida Administrative Code:* The annual inventory of property for FY 2019-2020 is proceeding as scheduled. All locations must be completed by fiscal year-end. Anyone interested in learning more about FSDB property inventory can obtain a copy of the *FSDB Property Manual* available from the FSDB Comptroller’s Office.

**ADVANCEMENT**

Submitted by Tanya Rhodes, Executive Director of Advancement

November 2019
Number of Donations = <b>286</b>
Number of Donors = <b>278</b>
Dollars Received = <b>\$105,478.16</b>

December 2019	FY 2019-2020 YTD as of December 31, 2019	Previous YTD Last Year as of December 2018
Number of Donations = <b>472</b>	Number of Donations = <b>1,833</b>	Number of Donations = 1,687
Number of Donors = <b>447</b>	Number of Donors = <b>1,218</b>	Number of Donors = 1,141
Dollars Received = <b>\$622,468.16</b>	Dollars Received = <b>\$1,083,390.72</b>	Dollars Received= <b>\$1,417,216.35</b>

**Comparison to 2018 Narrative**

*Year-to-date, we are 24% or \$333,825.00 behind of where we were December 2018 dollar-wise. The three main reasons for this are as follows:*

- Last year, we received a one-time \$250,000 donation. One-time major donations will significantly increase dollars received in that given year.
- Last year, we received a bequest gift of \$300,000 from a donor who passed away. This was another one-time gift.
- Last year, we received a bequest gift of \$32,637 from a donor who passed away. While we thought that was a one-time gift, we received notification in December of this year (2019) that we will receive an additional \$125,000 from this trust. That money has not been received yet. Therefore, it was not recorded as dollars received.

One-time and bequest gifts are extremely beneficial in increasing annual dollars received. However, as mentioned above, these types of gifts may not be counted on/expected in following years.

**To note:**

- We did receive \$200,000 from a bequest during December 2019.

- We did receive notification of an additional \$125,00 donation that will come from a trust.
- In comparison to the number of donations and donors received this year vs. last year, YTD, we have increased both donations and donors. This shows a trend of increased giving and increased donors: both very positive trends that, in the long run, indicate FSDB will have more donors and donations.

### **Campus Visits/Donor Visits/Presentations/Activities in November and December 2019**

- Presented and hosted lunch on FSDB campus to 100 women from a local women's club.
- Toured FSDB campus, hosted lunch, and presented to 30 people from PEO International.
- Toured FSDB campus for 17 ESA State Members.
- FSDB Art Club visited and toured with Cummer Museum Director of Education.
- Toured FSDB campus for 13 Epsilon Sigma Alpha members from the Crystal River Chapter.
- Toured FSDB campus for four Delta Gamma UNF members.
- Hosted two car shows on FSDB campus (November 9 and November 17) for over 800 visiting attendees.
- Hosted 15 donors to various FSDB performance events (Dance Troupe, Outta Sight, Middle School Chorus).
- Coordinated a Ski Club clothing donation with the donor.
- Met with a major annual Foundation donor at their office to collect an annual donation.
- Met with Helping Hands, who provided 20 Thanksgiving bags of food as well as socks for every student.
- Met with a major FSDB donor and her husband.
- Met with Delta Gamma Alumni Chapter and FSDB student.
- Met with ESA members and FSDB students.
- Presented to 50 Ponte Vedra Women's Club members and collected Angel Tree gifts from them at their local meeting.
- Presented to 80 people and accompanied Outta Sight to The Arlington Lions Club at their annual Holiday Meeting.
- Picked up a piano donation from FSDB Staff Member/In-Kind Donor.
- Coordinated visitors for the Blind Department Holiday Shop.
- Coordinated 75 boarding students (alongside the recreational staff) to attend *at no charge* the Nutcracker final rehearsal in Gainesville.
- Coordinated and collected over 90 Angel Tree gifts for FSDB students.
- Mailed End-of-Year Appeal letter to 5,000 donors.
- Mailed Holiday Greetings to 288 donors.
- Started the new donor management software conversion process.

**Donors to FSDB help provide wonderful opportunities for our students! Goalball is funded with private dollars.**

### **GOALBALL TEAMS AIM FOR NATIONAL CHAMPIONSHIPS**

The FSDB Boys and Girls Goalball athletic teams travel on November 14-16, 2019, to compete in the U.S. Association of Blind Athletes (USABA) National Goalball High School Championships in Austin, TX. The Texas School for the Blind and Visually Impaired will host this year's tournament. Both FSDB teams are defending national champions and are poised to repeat.

Leading up to the nationals, 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.

On the girls' side of the draw, the Florida A team went 5-0 during the tournament to finish in 1st place. The Florida B team suffered an opening loss to Texas 7-6, but won their next two games against South Carolina and Georgia, earning a spot in the finals against the Florida A team. Florida A won the match 8-3.

In the boys' division, Florida sent two teams, as well. In pool play, Team A earned victories over Georgia (13-3) and South Carolina (13-3) but suffered a loss to Texas (4-6). Team B went undefeated with wins against South Carolina (13-3), Alabama (11-5), and Texas (8-4). Both Florida teams faced off against each other in the championship game. Florida A came out on top with an 11-6 victory over their classmates.

The FSDB Girls Goalball team enters the national championships as the favorite, having won the last four national titles. A pair of dynamic Senior wing players, Veronica Hyatt and Aaliyah Ferguson lead the team. Junior Center Brianna Cruz is a USABA All-American defensive specialist who handles the bulk of the defensive work and sets up her wings for scoring opportunities. Also representing FSDB are seniors Meli Hatcher and Adiana Brennan, and sophomore DeJonae Levers. The team is led by James Crozier, who is in his 17th season as FSDB Goalball head coach, with assistant coach Katrina DeSue. Coach Crozier's teams have won more tournament titles than any other youth goalball program in the country.

"I'm excited to see what this year's team will accomplish at nationals. While we have experienced much success in the last several years, each year is a new team. The players have done a great job of not taking anything for granted, working on getting better every practice, and recognizing the importance of preparation and sticking to our guiding principles and values," said Coach Crozier.

Four of the six players that will represent FSDB are seniors, all of whom have been significant contributors. Crozier continued, "It is going to be fun to see how they respond to playing in their final national championships."

The FSDB Boys Goalball team is the defending National Champion as well, having beaten Utah 12-8 in last year's gold medal game. The young team is made up of Kolton Kimbell, Tre' Shaun Faison, Luke Boccuzzo, Lance Gardenhire, Thomas Rice, and Joshua O'Connor. In his fifth season as head coach, Keith Young is excited about the future of the program.

"With only one senior in the Boys Goalball program, there is a lot of younger players within the pipeline to sustain a successful program for quite some time. I am excited for the first-time players getting invaluable competitive experience and growing on the court," stated Coach Young.

## **AUDIT**

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

### **Operational Audit**

The Auditor General remains on campus as they work toward completion of the Operational Audit. As of January 6, 2020, they have not established a date for the exit conference. The Operational Audit was initiated on March 29, 2019.

### **Financial Audit**

The Auditor General has sent an engagement letter for our 2018-19 financial audit. A schedule of the financial audit document request has been provided to the School.

## **Internal Audit**

On December 3, 2019, FSDB staff members and representatives from RSM engaged in Continuity of Operations Planning. RSM will return to campus on January 27, 2020, to continue this process.

## **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 in order 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.

**SAFETY AND FACILITIES OPERATIONS:** Safety and Facilities Operations (SaFO) at FSDB believes that a clean, safe, and beautiful facility is highly important, not only for the physical well-being but also the psychological well-being of our students and staff. Comfortable and secure students make better learners. We are committed to providing a home away from home, in which our students can flourish.

The mission of SaFO is to develop, maintain, clean, repair, and remodel campus facilities collaboratively with all internal and external stakeholders in collective pursuit of heightened student achievement. This will be attained by utilizing all available talent, expertise, and energy to provide a safe and effective physical environment that promotes excellence.

### **The Safety and Facilities Operations Team**

**Joe Bruce** — Executive Director of Safety and Facilities Operations

**Chris Battell** — Storekeeper

**Carolyn Johnson** — Coordinator of Safety & Facilities Operations

**Paula Libassi** — Administrative Assistant I

**Pam Campbell** — Facilities Clerk

**SaFO** is comprised of the following departments:

#### **Safety**

Led by **David Law**—Assistant Director of Safety — this department specializes in making sure that all campus areas are free from safety hazards. This includes fire safety, chemical safety, electrical safety, and general safety. FSDB has over 5,000 smoke detectors, and the fire alarm system is monitored 24/7. We maintain an excellent working relationship with the local fire department and other regulatory agencies. In addition, we work cooperatively with the FSDB Incident Command Team to develop and coordinate emergency preparedness procedures and drills. The team includes:

**Marie Chandlee** — Administrative Assistant

**Joel Bartholomew** — Protection Specialist

**Matt Mier** — Protection Specialist

**Scott DiPatri** — Safety Specialist

**Chris Schupp** — Senior Safety Specialist

**Sheldon Pettit** — Telecommunications Specialist

## Construction

Led by **Ron Marhanka** — Assistant Director of Construction — this department manages all campus renovations and new construction. With some of our buildings being over 100 years old, we strive to balance modernizing our campus with maintaining our historic character. All construction projects are tackled with the utmost attention to Americans with Disabilities Act (ADA) requirements, building codes, and best construction practices. The team includes:

**Addison Burns** — Projects Consultant II

## Maintenance

This department is made up of two groups of skilled carpenters, electricians, plumbers, heating/ventilation and air conditioning (HVAC) technicians, and maintenance mechanics. Led by **Guy Maltese** — Assistant Director and Maintenance/Plumbing Superintendent — and **David Law** — Carpentry Superintendent (Asst. Dr. of Safety) — their expertise is essential to maintaining all campus buildings. We work cooperatively with the academic and boarding programs to ensure that all systems are functioning properly. We also assist in the Building a Tradesman (BAT) program, through which students learn valuable skills in the trades. The team includes:

**Clinton Schmermund** — General Trades and Facilities Lead

**Randy Vankirk** — Electrician

**James Epke-Kranz** — Electrician

**Ken Rosenmeier** — Senior Operating Engineer (nights)

**Clayton Weedman** — Senior Operating Engineer (days)

**Charlie Scozzari** — Plumber

**Preston Hull** — Plumber

**David Cain** — Refrigeration Mechanic

**Clark Hatch** — Refrigeration Mechanic

**Josh Rake** — Maintenance Mechanic

**Gary Hemesath** — Maintenance Mechanic

**Renot Johnson** — Maintenance Mechanic

**Raymond Casson** — Maintenance Mechanic

**Joseph Carbone** — Carpenter

**David Findley** — Carpenter

## Household

Led by **Rhoda Kears-Thomas** — Household Supervisor (days) — and **Bill Callaghan** — Household and Laundry Manager (nights) — this department is charged with maintaining a clean and sterile environment in 38 major buildings. Each building is cleaned daily, and special attention is paid to disinfecting surfaces to prevent the spread of germs. Dedicated staff work in two shifts so that learning and living spaces receive the attention needed to keep up with our bustling campus activities. The team includes:

**Kenneth Chestnut**  
**Bernice Evans**  
**Promise Moore**  
**Henry Piotrowski**  
**Jimmy Lee Wheeler**  
**Loretta Sparrow**  
**Mary Stowe**  
**Robert Boyer**  
**Ann Davis**  
**Jennifer Klipstine**  
**Tara Calloway**  
**Juli Williams**

**Philip Gracia**  
**Jeremy Johnson**  
**Keith Wdzieczkowski**  
**Chauncey Anderson**  
**Marianne Graves**  
**Faye Rodgers**  
**Teresa Banks**  
**Jay Hott**  
**Arnolfo Bada**  
**John Banks**  
**Robyn Hunter-Wright** — Linen Services Specialist

### Grounds

Led by **Greg Peacock** — Landscaping and Grounds Supervisor — this department works to maintain 83 acres of landscaping, irrigation, athletic fields, and playgrounds. We strive to maintain “green space” in this picturesque environment, surrounded on three sides by a thriving saltmarsh. The Grounds Department works cooperatively with the D & B Garden Center, a program that teaches skills related to managing a greenhouse and plant nursery. We also act as support for campus event set-ups. The team of Groundskeepers includes:

**Greg Kline**    **Ronald Weinman**    **Alan Shepherd**    **Sean Candelaria**    **Marcos Figueroa**

*If you see our folks around campus, say “hello” and introduce yourself.  
Remember, we are all part of the same team.*

### INVESTMENT PERFORMANCE

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

During the month of December, the endowment increased +\$204,000.20 (+1.67%), and +17.98% Year-to-Date with a closing portfolio value of \$16,308,538.11. Dividends and interest income totaled +\$53,784.05 and accrued interest increased \$10,551.96. During the same period, the Benchmark increased +1.75% and +16.66%, respectively. Furthermore, the S&P 500 increased +3.02% and +31.49%, while the Barclays US AG Gov./CD Int. Bond Index increased +0.04% and +5.89%, respectively.

The Santa Claus rally is a seasonal phenomenon that describes the stock market going higher over the last week of the year, carrying over into the first two days of the new year. Late, but not to disappoint, the rally pushed up the markets over 1% during this time. This rally coincided with investors brushing off the third president in history to be impeached while celebrating the "Phase-One" trade deal with China. While the Santa Claus rally may cap off the holiday season celebrating an excellent year across different asset classes, it does not mean we should continue drinking the egg nog! Over the past three months (Q4), the S&P 500 is up 10.42%, and we would not be surprised to see profit-taking over the shorter term.

Furthermore, we warrant rebalancing portfolios to be aligned with risk considering that most analysts are expecting limited market gains in 2020 with increasing volatility. We are also looking for confirmation of profit growth when earnings season begins within the next couple of weeks. We will continue to remain vigilant with future outlooks.

## **SAFETY AND FACILITIES OPERATIONS**

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

### **SAFETY/RISK MANAGEMENT**

#### **November 2019 Data**

- Domestic Hot Water (*Weekly*)—No temperature greater than 110F.
  - Completed 111 of 148 tests with zero variations from the standard, 37 – Holiday.
- Anti-Scald Valves (*Monthly*)—Completion of all scheduled testing.
  - Completed 22 of 23 with zero variations from the standard, 1 – Not Performed.
- 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, 3 – Holidays, 2 – Scheduled leave.
- Domestic/Potable Water Quality (*Bimonthly*)—100% compliant with published chemical limits.
  - Results of water on file for last testing.

#### **December 2019 Data**

- Domestic Hot Water (*Weekly*)—No temperature greater than 110F.
  - Completed 111 of 185 tests with zero variations from the standard, 74 – Holiday.
- 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 17 of 22 tests with zero variations from the standard, 3 – Holidays, 2 – Scheduled leave.
- Domestic/Potable Water Quality (*Bimonthly*)—100% compliant with published chemical limits.
  - Results of water on file for last testing.

On December 19, 2019, FSDB entered into a contract with Brothers Construction Inc. for the completion of the campus perimeter bulkhead. The contract amount is not to exceed \$2,600,000.

## TRAINING AND QUALITY ASSURANCE

Submitted by Christy Slater, Director of Training and Quality Assurance

### Training 2019-2020

Between December 13, 2019, and January 24, 2020, the Training and Quality Assurance Department facilitated one Stop the Bleed Training for the President's Advisory Team, as well as current CPR Instructors, one CPR class, one Full CPI class, one CPI Refresher class, one QPR class, one Youth Mental Health First Aid class, and one AlerT class.

The following Adobe Connect Compliance Trainings will be released in the coming weeks:

- Acceptable Use Policy
- FERPA
- General Workplace Safety
- Hazardous Materials
- Homeless Students
- Identifying & Reporting Fraud
- PPE
- QPR Update
- Staff and Student Accountability

### 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.

Assessments occur in October, February and April.

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

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

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

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

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

\*The first assessment serves as a baseline. Assessments occur in December, March and May.

## Support Services

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

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

The Priority Goal 2 team continues their work on short-term goals to support the overarching goal of ensuring staff members have professional development opportunities and training needed to be successful in their position. Instructional Services continues to maintain a Master Calendar for Certified Teachers to follow, so they are aware of the Professional Development Opportunities offered on campus. The Master Calendar can be found and subscribed to the FSDB Professional Development Google Site. Teachers can also stay up to date with current professional development opportunities or other related topics by following the Yammer channel for Certified Staff Members.

Technology Services and Instructional Services have dedicated the first Friday of every month to hosting large group sessions for FSDB staff members to attend in order to learn the processes of using different O365 applications.

The Training and Quality Assurance Department (TQA) launched the Supervisor's Survival Guide for all supervisors. This guide contains information to support supervisory staff members in their role as FSDB Supervisors and contains topics ranging from payroll, FMLA, and respecting diversity to team building and effective communication.

Currently, the Boarding Program has released four Google Classrooms. The topics include Professionalism in the Workplace, Independent Living Skills Exchange, Boarding Program Leadership, and Training Resources. The Google Classrooms allow for Boarding Program staff members to engage in continuous professional development and provide an opportunity to interact with the other staff members in the Boarding Program.

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

Enrollment and withdrawal reports have been disseminated weekly to the President's Advisory Team (PAT), Continuous Quality Improvement Team (CQI) and Strategic Planning Teams. A mid-year review of enrollment and withdrawal figures will be shared at the Board of Trustees (BOT) Enrollment and Outreach Committee meeting. CQI has been working on support documentation to guide processes related to mid-year graduates, deferred graduates, and coding the various types of graduates. These meetings also include discussions specific to the trends in our enrollment at the school and grade levels.

An Admissions Manual is in development to expand on previously written Operational Policies and Procedures to ensure related stakeholders have additional guidance and tutorials. This will also ensure our processes have been updated specific to requirements from the newly

established Safe Schools laws and data sharing. The Admissions Process has been under monthly review to identify areas to resolve and outcomes for those who apply – both short-term and long-term.

Dates for summer programs were identified, and a person is being hired part-time to develop a Camp Manual. A timeline has been established to guide the planning process beginning each December so the application window can be moved up.

A presentation on the national enrollment trends for special school placement was provided to PAT and will be provided to the BOT Enrollment and Outreach Committee.

Goal 3 team members are collaborating with Goal 5 team members as the Enrollment efforts and Stakeholder Relations efforts are very aligned. These teams are meeting with an overlapping schedule since many participants are on both teams.

**Enrollment Data: Reflects data collected as of November 30, 2019**

<b>Performance Measure</b>	<b>2019-2020</b>	<b>2019-2020 Goal</b>
Peak Enrollment	535	543
Intake Evaluations	74	N/A
Number Eligible	66	
Number of Withdrawals	23	
Number of Outreach Evaluations	7	

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

The 2nd and 3rd staff development modules have been moved into Adobe Connect and are released to staff members in schools and dorms. The Staff Acceptable Use Policy has been requested in an editable format to update in order to ensure it is up to date with changes in rules, regulations, and technologies available. The Social Media Monitoring Tool has not yet been released by the Florida Department of Education (FDOE). A planning meeting has been scheduled to review parent workshops and materials being shared.

The instruction for students was not launched to allow for planning during the first semester, as a new legal requirement was passed, which requires other important and related topics. A plan was developed and was submitted to the Florida Department of Education. See the details below.

Required Instruction:

Florida Board of Education Rule 6A-1.094122 requires Substance Use and Abuse Health Education to be provided to students in grades K-12.

1. The Florida School for the Deaf and Blind provides this instruction to students in grades K-5 through the D.A.R.E (Drug Abuse Resistance Education) program presented FSDB Police in conjunction with the teachers and mental health team.
2. Grades K-2 participate in five 30-minute classes on personal safety and responsibility.
3. Grades 3-4 participate in five 30-minute classes focused more on drugs, bullying, responsible decision making, conflict resolution, and gangs.

4. Grade 5 participates in 10 one-hour classes focused on the dangers of drugs, alcohol, and Tobacco.
5. Grades 6-8 will participate in instruction infused into their physical education/health education class, with instruction led by teachers certified in physical education.
6. Grades 6-12 will also participate in annual instruction on Drug Abuse and Alcohol Prevention through small group instruction using the Human Relations Media Library video series and curriculum. This curriculum will be supported by our FSDB Police and our Mental Health Team. Students will also receive instruction during their required H.O.P.E. class following the Essential Health High School Curriculum.

Florida Board of Education Rule 6A-1.094123, F.A.C., was approved by the State Board of Education on September 20, 2019. This rule requires school districts to annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness.

- Florida School for the Deaf and Blind uses the Safer, Smarter Kids Abuse Prevention Curriculum at all levels. The information is presented by Licensed Mental Health Counselors, Licensed Clinical Social Workers, Psychologists, School Counselors, and Certified teachers.
- The curriculum is developmentally appropriate and instructs students in Personal Boundaries, Internet Safety, Being the Change, and Personal Power.

Florida Board Rule 6A-1.094121 requires schools to provide five hours of Mental and Emotional Health Education to students in grades 6-12.

Grades 6-12—Currently, our school requires training as a part of our PBIS program. All students receive trainings in Digital Citizenship, Personal Safety Online, Diversity and Bullying Prevention, Teen Dating and Violence, and Stress Management. These are broken into topics that are presented monthly with our PBIS coaches and Mental Health Personnel. Mental Health Education is being embedded into these topics.

Our school structures large and small group assemblies and pull outs for these topics with mental health personnel available for student support during sensitive topics. The study halls and Unique Skills classes are established for assemblies and pull out support. Material for these topics come from research based Second Step curriculum, Safer, Smarter Kids, LEAPS Social Emotional Learning for Kids, and I-Safe.

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

#### **External Stakeholder Relationship Building**

Engagement with legislative personnel in Tallahassee is ongoing; justification provided for proposed increase in staff salaries. An FSDB representative participated in a legislative delegation meeting for St. Johns County. Relationship building with district leadership continues via NEFEC and PAEC participation. Continuing to build relationships with state Exceptional Student Education (ESE) directors and personnel following the recent FSDB-hosted Florida State Joint BVI/DHH Contacts Meeting and FSDB Fall Expo. Representation (co-chair) on the Florida State Advisory Committee (SAC) for the Education of Exceptional Students. Outreach to prospective families/students through enrichment efforts include but are not limited to: a) Expanded Core Curriculum summer academies and other summer camp programs during June 2020, b) Spring Expo and Open House during early 2020, c) ASL Weekend in partnership with

American Society for Deaf Children during Fall 2020, and d) Regional Family Weekends on an ongoing basis. Ambassador program development has begun, including refinement of the campus tours program.

### **General Stakeholder Relationship Building**

Targeted stakeholder engagement also is in progress including a more strategic effort on enhancing FSDB's digital presence including social media and website, along with efforts aimed to increase earned media coverage.

### **Internal Stakeholder Relationship Building**

Efforts are under way for increased engagement with parents and legal guardians of current students both online and in person. Integration and coordination of organizational communications is also a priority, with a new policy under development outlining a more centralized, streamlined approach. Efforts are also underway to enhance digital workplace operations for employees and improved information exchange and workflow.

Production of collateral and informational materials continues in support of the above efforts.

### **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-Julia Mintzer/Carrie Arnold**

YTD Turnover Rate = 4.9%

YTD Retirees = 10

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 order to maintain and replace equipment and infrastructure.

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

*Reflects data as of November 30, 2019*

<b>Performance Measures</b>	<b>2019-2020</b>	<b>2018-2019 Target</b>
Private dollars: Percent of Progress Toward Annual Goal	37%	\$1,250,000
Number of Donors	1307	1350
Number of Donations	1346	2000

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

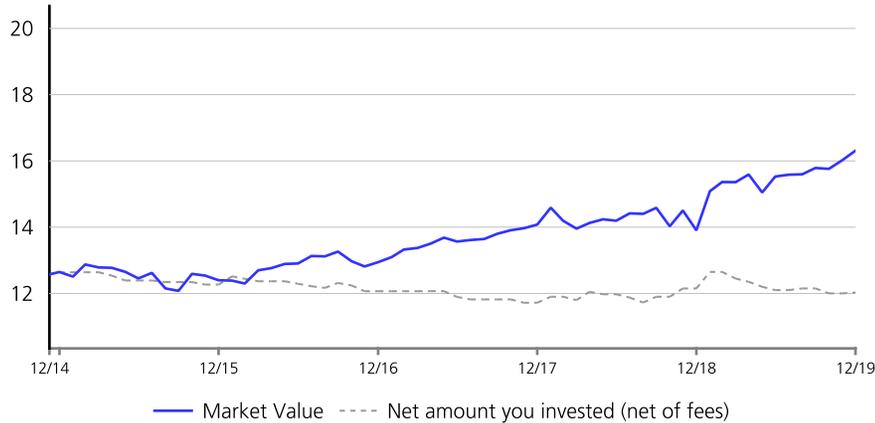


# Performance review

as of December 31, 2019

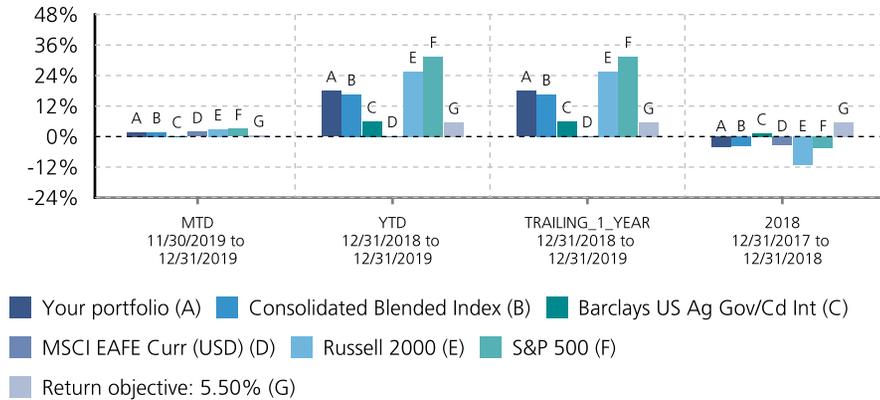
## Sources of portfolio value

\$ Millions



## Portfolio and selected benchmark returns

Net Time-weighted returns annualized



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

NX XX185 QGARP

## Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 11/30/2019 to 12/31/2019	YTD 12/31/2018 to 12/31/2019	1 Year 12/31/2018 to 12/31/2019	2018 12/31/2017 to 12/31/2018
<b>Opening value</b>	<b>16,014,766.90</b>	<b>13,904,916.17</b>	<b>13,904,916.17</b>	<b>14,076,855.86</b>
Net deposits/withdrawals	25,435.00	-208,970.53	-208,970.53	337,970.94
Div./interest income	53,784.05	390,361.32	390,361.32	401,581.52
Change in accr. interest	10,551.96	13,428.45	13,428.45	-1,951.54
Change in value	204,000.20	2,208,802.71	2,208,802.71	-909,540.61
<b>Closing value</b>	<b>16,308,538.11</b>	<b>16,308,538.11</b>	<b>16,308,538.11</b>	<b>13,904,916.17</b>
Net Time-weighted ROR	1.67	17.98	17.98	-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 11/30/2019 to 12/31/2019	YTD 12/31/2018 to 12/31/2019	1 Year 12/31/2018 to 12/31/2019	2018 12/31/2017 to 12/31/2018
<b>Your portfolio(%)</b>	<b>1.67</b>	<b>17.98</b>	<b>17.98</b>	<b>-4.15</b>
Consolidated Blended Index	1.75	16.66	16.66	-3.74
Barclays US Ag Gov/Cd Int	0.04	5.89	5.89	1.19
MSCI EAFE Curr (USD)	1.84	0.18	0.18	-3.37
Russell 2000	2.88	25.52	25.52	-11.01
S&P 500	3.02	31.49	31.49	-4.38
Return objective: 5.50%	0.46	5.50	5.50	5.50

**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.**

Board of Trustees Report - January 24, 2020

# Additional information about your portfolio

as of December 31, 2019

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

	Performance	Start date to	ITD
	Start date	12/31/2019	
Consolidated	12/08/2014		6.09%

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

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**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.

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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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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.

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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 December 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 XX182 SMID Equity  
 NX XX190 QGARP  
 NX XX188 QGARP  
 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
<b>2019</b>	<b>13,904,916.17</b>	<b>-208,970.53</b>	<b>390,361.32</b>	<b>13,428.45</b>	<b>2,208,802.71</b>	<b>16,308,538.11</b>	<b>17.98%</b>	<b>17.98%</b>
Dec 2019	16,014,766.90	25,435.00	53,784.05	10,551.96	204,000.20	16,308,538.11	1.67%	17.98%
Nov 2019	15,758,732.68	0.00	35,047.81	-10,123.55	231,109.96	16,014,766.90	1.62%	16.04%
Oct 2019	15,786,356.30	-172,276.49	15,934.91	10,861.35	117,856.61	15,758,732.68	0.78%	14.18%
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%
<b>Total</b>	<b>\$13,904,916.17</b>	<b>\$-208,970.53</b>	<b>\$390,361.32</b>	<b>\$13,428.45</b>	<b>\$2,208,802.71</b>	<b>\$16,308,538.11</b>		<b>17.98%</b>

Returns prior to 12 months are not annualized.

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

Board of Trustees Report - January 24, 2020

Report created on: January 02, 2020

Page 62

Page 1 of 3



## 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.

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

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### **NJHS Food Drive**

Members of the National Junior Honor Society in the Blind Middle School recently completed a food drive. The students wanted to participate in a community service project that would make a difference in the lives of others. Their decision to host a food drive was unanimous. Students created and distributed flyers to the Blind Department's staff, students, and parents. The drive, running from October 28<sup>th</sup> through December 13<sup>th</sup>, was also advertised in morning announcements to the staff and students. Students collected 101 non-perishable food items! The items were donated to Catholic Charities of St. Augustine on December 18<sup>th</sup>. The students of the Blind Middle School National Junior Honor Society have started planning next year's food drive. To help increase the success, they intend to include the staff, students, and parents of the Deaf department in addition to various departments on campus, such as transportation and maintenance.

Michael Zuaro - NJHS BMS Faculty Advisor

### **Sprinkle of Christmas Cheer**

On December 19<sup>th</sup>, Ms. Miller & Ms. Clarke's classes enjoyed a cookie decorating party. Ms. Miller had a lesson before the decorating party, where the students mixed the batter for the sugar cookies. They followed the recipe and prepared the sugar cookies for the decorating party. Each student received ten cookies, icing, and sprinkles and went to work decorating. The students worked on spreading skills, choice-making skills, and social skills. The students created some beautiful cookies for Ms. Bogue, Mr. Della Penna, and Mr. Cosgrove. They enjoyed getting sticky while making their holiday treats, and we touched on several components of the expanded core curriculum. The older students class made hot cocoa with marshmallows and whip cream took orders and delivered hot cocoa to each of the younger students. The high school students were great role models for younger students.

Laura Miller – BMS Teacher of Students using the Access Point Curriculum

### **24 Game Mathematics Competition**

Over the years, our mathematics specialists have provided students with an engaging numbers-sense game called the 24Game Challenge. Each student is provided three sets of four numbers weekly and challenged to use the four basic operations (addition, subtraction, multiplication, and division) to get to the solution 24. In my classes, I give every student 24Game numbers daily as their entry ticket. Students are encouraged but not required to participate. It is their choice to submit solutions for "tournament points."

As was the case last year, this year, multiple students were eager to participate and typically asked me for the numbers before they even got settled into class following the bell. Nonetheless, only the top point-earners in middle and high school in both the blind and deaf departments can participate in the tournament held twice a year. On Monday, names were released regarding these top point-

earners. Out of the entire field of invitations (28 invites), 14 students were invited from the blind department, with 79% of those students coming from BEMS.

As students entered into the tournament room, they were given random seat assignments amongst their blind and deaf peers and provided with tournament rules and instructions. As soon as the proctors collected their cards and took their places, the tournament began. Two rounds of 13 cards containing four numbers were spoken/signed to the students simultaneously. At a rapid pace, students quickly computed these numbers mentally to find the solution first. Whoever found the solution first was given that specific card's point value. After two rounds, the top 16 students advanced. The third round (semi-finals) then mirrored the previous two, and the top five were placed into the finals.

Students in the finals included: Addison Allen (6<sup>th</sup> grade), Tristan Brennan (9<sup>th</sup> grade), Natalie Cruz (10<sup>th</sup> grade), Khayree Lofton (6<sup>th</sup> grade), and Taylore Sherman (8<sup>th</sup> grade). The final round, much like the previous, was a fast-paced, amazing sight to see. Students were buzzing a mere few seconds after the last number was given. Even more surprising to witness was 6<sup>th</sup> grader Khayree Lofton taking <sup>first</sup> place out of the entire field of middle and high school, deaf and blind students. Way to go, all students, and way to go Khayree!

Justyn Keller – BMS Math Instructor

### **Sail Away**

On November 22, Rose Ann and Chuck Points, owners of St. Augustine Sailing Enterprises, Inc. hosted FSDB students for sailing, onsite classroom instruction, discussion groups, and demonstrations. Students departed on sailing vessels and learned about parts of the boat and points of sail through hands-on activities, including tying different knots. Each of the 17 students experienced a short time at the helm. Afterward, an outdoor classroom discussion included customized handheld scale models of sailboats with a full range of moving parts to illustrate key features of sailing. Knot tying instruction included small blocks, ropes, and cleats given to each student as a gift. A Q&A session and storytelling were also involved. All activities were held at St. Augustine Sailing headquarters, Camachee Cove Yacht Harbor, 3076 Harbor Drive in St. Augustine.

Jennifer A. Enache – Orientation and Mobility Specialist

### **Donuts and Caroling**

On December 6<sup>th</sup>, three BEMS classes went to The Donut Experience to design donuts for the residents at Bayview Nursing Home. The students determined the type of frosting, topping, and drizzle they wanted on each donut for the residents. Each student was given \$2, and they were responsible for staying within budget and making their purchase appropriately. After purchasing the donuts, the students went to Bayview Nursing Home to spread some holiday cheer. They spent time with the residents completing holiday crafts, passing out their donuts, and singing holiday songs. The students were pleasantly surprised by a visit from Dr. Prickett during their time at the nursing home. They even met a person who was 109 years old! Everyone was feeling the holiday spirit after our visit.

Jennifer A. Enache – Orientation and Mobility Specialist

### **Speakers Bring Career Education to Life**

This school year, 8<sup>th</sup> graders in the Blind Middle School have been privy to a special class period devoted exclusively to career exploration. Ms. Edith "DD" Stein teaches social studies in Blind Middle School, and she realized, in her words, "the best way to introduce students to careers is to invite real people who do those jobs, to come and talk to the kids about their real-world experiences." The overarching goal of the series is for students to explore different career clusters, so they learn about both technical education opportunities and academic careers that require a college degree. To this end, Ms. Stein has invited an array of speakers to discuss their careers and employment aspects like salaries, job requirements, and employee expectations.

Ms. Stein's daughter, Riley Stein, shared her experience of completing her bachelor's degree only to discover that there are few jobs available in that particular field. Riley is presently working three different part-time jobs and deciding what to do next. "Buyer Beware" as applied to post-secondary training! She advocated for career training in specialized jobs as a viable path to career development. 8<sup>th</sup>-grade students learned it is essential to listen to guidance counselors and career specialists when they advise on which fields are hiring.

Ms. Stein has asked FSDB staff to present as well. In September, Amy Moring, Development Director in the Advancement Department, and Christi Boortz, Grant Coordinator in the Instructional Services Department, co-presented on the topic of "Grant Writing." Ms. Boortz asked groups of students to brainstorm what they would do with a \$10,000 grant to make their lives as students better. After the brainstorming/planning was finished, the groups completed a condensed version of a typical grant application with narrative (written) and budget (fiscal) sections. Ms. Moring trained her group of students on the competitive grant scoring process. Each group's grant application was reviewed and scored, and Ms. Moring read out the results.

Kathy Jones, CPA, presented information about bookkeeping. She explained that Quickbooks Certification, a bookkeeping software company, offers training and expertise in the field of bookkeeping and is a recognized certification by the industry. She compared Certified Public Accountant careers to bookkeeping careers. It is a good job for someone who wants to be self-employed or working for a larger company as their in-house bookkeeper.

Corey Black of Green Light Tours, St. Augustine, presented information regarding tour directors. He shared job prospects, average income, and stressed the flexibility of being a tour guide. The presentation was topped off with students designing a tour for visually impaired participants in historic St. Augustine. Student dream tour plans included a tour of FSDB with a stop at D&B Designs so clients could purchase souvenirs; exploration on foot the Braille Trail historical markers; lunch at the locally-renowned Columbia Restaurant; and a tour of the Alligator Farm. This ideal tour would culminate with a stop at Fort Mose, the first free African American settlement in the New World. Most recently, Mr. Randall Crosby visited FSDB before Thanksgiving to talk about the historic "first rights" passed in 1936 to ensure that blind/low vision individuals have at least one career path that caters to them. Next steps for this exciting and comprehensive career series – learning about the skills inventories and Career and Technical Education offerings on the FSDB campus!

Christi Boortz – Grants Administrator and Edith Stein – Social Studies Teacher

### **Guide Dog Reflections from FSDB Alumni**

Perrii Le, FSDB Alumni, took some time out of her day to speak to numerous FSDB middle and high school students about her experiences outside of FSDB, college life, and life with a guide dog. Perrii spoke about the responsibilities of having a guide dog, the orientation and mobility skills necessary for a guide dog, and how it has changed her life. Many of the students noticed how quick and confident Perrii was while traveling throughout the campus. Perrii stated that her dog helped increase her independence. Her dog assists her with travel, but she explained how she is the one making the decisions and keeping her orientation. Advice that Perrii relayed to the students included remembering to increase their auditory skills, get lost, and try to problem-solve to a destination, and remember that a dog is a big responsibility! Perrii also explained why she was glad she waited until after high school to get her guide dog to ensure she had the skills necessary to make the partnership successful!

Jen Enache – Orientation Specialist

### **Physical Education Update**

Deaf HS HOPE students have been studying nutrition and calorie balance. They have been learning that it is all about lifestyle and wise food choices.

Blind Elementary students are participating in fundamental skills & concepts focused on Beep Baseball. Skills include striking with implements (off a tee), base running to beeper poles, & fielding. Students are also learning how to strike with implements (foam noodles & baseball bats), run pathways, and field balls (play defense). The unit is Beep Baseball, which is an adaptive sport for the blind & visually impaired. Students hit the ball off a tee (our adaptation) then run to a beep pole, which emits a sound for the students to run towards it. The teacher has an electronic switch so that they can select the beep pole that is the opposite of where the ball is going towards to ensure students will not collide into each other. The defensive team stands along the 3-tiered lines through the use of the Goalball court lines. In an actual Beep Baseball game, all athletes wear eyeshades. Our students are progressing the point where they will be wearing eyeshades within a few weeks.

\* Fun fact: Beep Baseball is so popular in the state of Texas that sighted players join teams with blind and visually impaired athletes in a state-wide Beep Baseball league.

Blind Middle School students are participating in a rotation of under-the-net Volleyball & an introduction to conditioning. Conditioning includes stationary bikes, treadmills, elliptical machines, weight machines, & dumbbells. Concepts include cardiovascular endurance & muscular endurance. Coach Tutak and Coach Scott's middle school students have been learning and participating in under the net volleyball. Students have learned the dimensions of the court, scoring, positioning, and team strategy. Students have learned to work well together in group activities.

Blind High School HOPE class just finished up a unit on mental and emotional problems. Students learned about suicide awareness and prevention. Students also were informed about who in the community is available to help as well as treatment methods. Students have just begun a new unit focusing on healthy relationships and are currently learning about stereotyping, bullying, hazing, prejudice, tolerance, and communication methods. High school HOPE class has just completed a

unit on Healthy Relationships. The two chapters included skills for healthy relationships as well as information about family relationships. Other topics reviewed in these chapters include problem-solving skills, traits of healthy relationships, bullying, communication styles, and active listening. Before the break, students participated in a HOPE Jeopardy game, which reviewed material from chapters 1-8.

#### Weight Training

Students have been introduced to splitting their workout routine to a push/pull day, leg day, and cardio. Students have also learned about complex movements and benefits. Students learned several weight training strategies that can be used at home with minimal gym equipment to maximize their workout over thanksgiving and winter break. Their improvements are amazing to witness over the past few months! The High School Weight Training class has started to incorporate more total-body workouts into their routines. Students have been starting to use the exercises learned over the past few months to create their workouts. Every other Friday, our class travels over to Knowles Hall weight room, and students are learning how to use the equipment properly and safely.

Postgraduate students in Recreation & Leisure have been participating in orienteering, bowling and card games. For orienteering, students were given clues both in large print and braille that led them to different locations on FSDB's campus. Students enjoyed working together to figure out the clues to lead them on the journey to the next location.

Respectfully Submitted by:  
Carol Bogue  
Blind Department Principal



**Deaf Department updates:**

The second semester has begun and planning for the summer and the 2020-21 school year are already in sight. We grow through reflection and review. Several teams have been meeting to reflect on the first semester and look at changes needed. One of the items reviewed was the Parent-Student handbook. With the addition of policies and regulations that impact the school, a link to an updated edition will be sent out this month. The codes of conduct were reviewed, and codes were updated to align with current practices, including more accurate codes for misconduct and vaping. Information will be provided on the new mental health law and policies.

The halfway point of the year is also a time to begin planning for our summer camps. Summer camp is an excellent opportunity for students who may not be able to attend FSDB to be served and to provide awareness of the School. Summer camp has traditionally been an opportunity for FSDB to showcase its educational programs and potentially increase enrollment with the students who attend the camps. The dates have been set, and teams are preparing for advertising to the districts. Flagler College is also partnering with the education department to provide interns to support our camps.

In December, the education administrative team and two of our high school teachers teamed up to challenge our Academic Bowl team. It was a fun competition that ended with a win for staff and much fun for our students. We are proud of how hard the students work to succeed.

**Elementary:**

Students closed out the year by completing their mid-year Measure of Academic Progress (MAP) testing. The scores demonstrated that they are working hard in class. The students met or exceeded their projected growth on individual subject area tests. To celebrate, students who met or exceeded their projected growth put a flower decal on what is known as the "Growth Wall" in the lobby of Gore Hall. The wall is a motivational visual for our students to see their growth.

Deaf Elementary School has some talented staff members working with our youngest learners. This year, the selected 2020-21 Teacher and the Year and School Related Employee of the year are both from Deaf Elementary. They were announced in a surprise assembly on the playground. Mr. Dave Griffiths, Instructional Assistant in 5<sup>th</sup> grade, has been selected as the 2020-2021 School Related Employee of the Year. He has been working hard this year to support our fifth-grade class while waiting to hire a new teacher. Yvonne Samuels, the 19-20 teacher of the year, announced the overall FSDB 2020-21 teacher of the year as Ms. Gina Gilmore. Both were honored and recognized by their peers for their excellence in front of the students. The Deaf Department is grateful for individuals like Mr. Griffiths and Ms. Gilmore, who display such talent and go above and beyond to meet the needs of our students.

Learning happens in many ways. This month, students learned about collaboration and giving through holiday craft making in the learning lab. The Kindergarteners earned special recognition

and PBS tickets this month for their hard work on their social interactions in the cafeteria. They are learning to recognize hard work in others. One kindergartener walked past the work of others in the hall and stopped to compliment it.

Third graders had science lessons reinforced with their trip to the Jacksonville Zoo. Students in the second grade were spotted using PBS principles by supporting and encouraging one another and learning to problem solve and get along. They studied about different places in the world. They were given a "passport" and held pretend plane rides to each of their destinations. Third graders spent time reading and having their reading logs signed. They have currently read an average of 50 hours per student. Their efforts earned them a pizza party with Pizza Hut coupons for reading. Grades K-3 took advantage of our beautiful weather to ride bikes in Kid's Town during brain breaks where physical activity is encouraged.

Fourth graders had first-hand social studies learning with their visit to Fort Castillo De San Marco and the Pirate Museum. They were seen having a spelling word challenge with their teacher and won! One thing teachers are noticing throughout the school is that students are more motivated by their personal growth data. This growth data is specifically impactful on the fifth graders. The fifth graders were introduced to Historical Non-Fiction this month. One of the students fell in love with the genre and decided his favorite historical person was Rosa Parks. The students got time to talk about their favorite person they read about throughout the month with Ms. Heidi Jordan, the Assistant Principal. Learning is hard work, but our elementary team makes it fun.

### **Middle School:**

In December, Middle School students had their social studies, history, and science units come alive. The 8th graders experienced a very memorable and educational trip to our Nation's Capitol. Students left early Monday morning on December 9th. The next day they explored Jamestown and Colonial Williamsburg. They were able to see the wig maker's shop and the apothecary. The highlight of the trip was ice skating and window shopping on Colonial Williamsburg. The next two days in D.C., the students visited Gallaudet University, the signing Starbucks where they were able to order for themselves, and many Smithsonian museums. Thursday night, students and chaperones made the long overnight journey back on the bus, but their teachers and the Assistant Principal greeted the students upon their return, and they could not stop sharing all they learned. It was a great trip that took much planning by the teacher, Terri Samson. This trip could not happen without her.

The 7th graders experienced our state government with a day trip to Tallahassee, where they toured the new capitol and old capitol buildings and the governor's mansion. In the capitol building, they went inside the House Chamber and learned the history of Tallahassee as our capital city. In the old capitol building, they went on a scavenger hunt to learn important legislative history. The students loved seeing the house where the governor lives!

The 8th-grade teachers planned a day of grinchy science experiments. Students participated in STEM activities that explored different science concepts. The day started by doing an ASL read-aloud of the book "How the Grinch Stole Christmas" then they used chromatography to identify the culprit of a ransom note for candy canes (guess what- the Grinch was innocent!). Students

then recreated the Grinch's sleigh using recycled materials and tape to see which could carry the most presents up- and down-hill. They raced Max the 'reindeer' across balloon zip-lines and ended by watching the classic movie and playing a *Kahoot!* Review game. The learning and discovery showed on the students' faces!

As part of our mental health training for students, our counseling team led students through an interactive questionnaire to assess how students' basic needs were being met. Students were asked questions such as, "How many hours a night, do you sleep?" "Do you have someone to talk to that you trust?" "Do you participate in activities after school?" Students used their iPads or other devices to send their anonymous answers. Counselors emphasized the importance of taking care of many aspects of your emotional and physical wellness. It was very eye-opening for teachers and support staff alike. We have learned more ways in which we can support our students.

The Middle School numbers continue to increase. Currently, 84 students are enrolled in middle school. Of those students, 56 are boarding, and 28 are day students — there 45 girls and 39 boys; 33 sixth-graders; 27 seventh-graders; and 24 eight-graders.

#### **HIGH SCHOOL:**

At the halfway mark of the year, four of our postgraduate students elected to accept their diploma and graduate. This was a proud moment for the students who have been working hard to prepare themselves for adult life. One of these students chose to leave because he was hired to work at Bozard Ford, a local business in their service department. Over the last few years, the student has been attending First Coast Technical College through FSDB, leaning to be an auto-mechanic. The student received a recommendation from the teacher and hired by Bozard Ford. FSDB is proud to be a school to career pathway for our students as we prepare them for success.

There were just three weeks between Thanksgiving break and Winter Break, but it was a hectic three weeks for staff and students. There was MAP testing and the ACT test for Juniors and Seniors. Testing takes time but is an integral part of monitoring progress. Our Junior National Association for the Deaf (Jr. NAD) club put together a very successful WinterFest for the high school department. They did fundraising and served lunch to all of the high school staff on the last day of the quarter. The sponsors had shirts made that said "Staff," and they pulled together their leadership skills to organize and monitor this event. Several of the teachers mentioned that this student-led event was one of the smoothest WinterFest events they could remember. The hard work of the students and staff sponsors was evident.

The school's PBS team has been working behind the scenes to find ways to make sure our students are recognized for their attempts. There are students of the month selected and photographed. This month, the PBS team made a fun video featuring a staff member being pulled over by FSDB Police to be "congratulated" for following the law. It was a humorous analogy on how we often don't get recognized for doing right and how easy it is to be pointed out when we are doing wrong. While this is a life lesson, the team still works hard to recognize students who are being positive and working hard daily.

The DHS academic counselors have started working on planning for the 2020-21 school year. Potential schedule options are being explored to move back to block schedule from periods due to the loss of scheduling flexibility for new students and to meet individualized needs as well as the increased stress levels of our students.

The academic teams work together to provide academic rigor to our students. As a midyear update, they were asked to provide information about the learning progress and activities of their areas, indicated below:

Math: Two Algebra 1 classes are working on linear equations, functions, and inequalities. They are learning about arithmetic sequences and finding the rate of change (slope) in linear functions. In one Algebra class, they have been using Makerspace in activities, learned from a Pineapple PD workshop, to make marble runs. The marble runs showcase their understanding of many mathematical concepts, including slope, domain and range, and piecewise functions. Financial algebra class is still working on a business modeling module and learning about different types of businesses. Liberal Arts Mathematics class just took a retake Algebra 1 EOC and will start the Geometry section after Winter Break. They are utilizing IXL software to fill in the gaps in learning and prepare for EOC. Geometry students are working on completing a project where they are using their knowledge of polygons to build truss structures (bridges) to test. Within this, students are analyzing their possible weak points and measuring those angles as well as assessing their predictions and understanding when we test the bridges to failure. Mathematics for College Readiness students continue to engage in activities within Desmos, a graphing program online, to increase their understanding of exponents, scientific notations, and other topics to prepare them for ACT in the spring. Personal financial literacy students just finished auto loan topics and are now starting on mortgages.

Electives: Digital Information Technology class has made Powerpoint presentations and is now learning some basics with Excel. Programming and coding classes are coding with Swift.

ELA: Students in DHS ELA classes are working on a variety of life skills that are driven by data in multiple intervention programs. They are learning how to assess their needs and find support and intervention to help them learn. In one class, students are currently learning to identify a pattern in their inaccurate answers on their Empower articles. Using the information that students have identified, they go on the IXL program and click on their independent Lexile level that is identified for them in Empower. Then, using their Empower Lexile level, students are to choose specific skills in IXL, which they need to improve upon based on the data they have analyzed from the Empower3000 program. In another class, students are learning how to use IXL for extra practice on specific skills they need or want to improve. They have learned there is a "Learn with an example" tab they can use to refresh their minds before they begin working on the skill. Then, the students practice until they achieve a smart score of 100. The students see how many questions they answered correctly out of how many they answered, in total. They divide the two numbers, and that is their grade for that specific skill. Students are also working on comprehension and fluency through several fun activities. One class chose a holiday story from the library and worked on their fluency in order to be able to present their story to students in

Deaf Elementary and Deaf Middle School. To prepare, students had to decode vocabulary, chunk text, consider how to communicate ideas to their audience, and read fluently in ASL. Students asked for feedback from residential staff, teachers, instructional assistants, counselors, and other support staff in order to improve their fluency.

Each student then visited a different class and read their story for a captive audience. Students in another class are working on dissecting the poem, "A Poison Tree," by William Blake. First, they identified unknown vocabulary and, as a class, used their skills to determine the meaning. Then, they broke the poem down, line-by-line for literal meaning. Next, they analyzed the poem as a whole for meaning- not just literal, but also figurative. The teacher and class discussed the imagery used and how they would sign it. Students then read "The Interlopers" by Saki and compared the two texts based on themes and events to gain a deeper understanding of how anger can lead to dire consequences, not just for others, but also for themselves. To conclude, students created a signed video of "A Poison Tree," using imagery and creative, conceptually accurate signing.

Science: Zoology students delved into aquatic life this month. Students presented to another science class about the three major groups of fish. The class is now studying the functions of shark anatomy to prepare for shark dissection. The Environmental science class students learned about the major ecosystems on land and in the sea, and the students have created several posters comparing various climates, depths, and wildlife. One biology class was working on heredity and traits in humans. In forensic science class, students are doing blood splatter labs.

Social Studies: US Government classes are finalizing their government projects about the American government. In addition to that, they applied concepts learned in class by creating their government for an imagined country that just got their independence. For instance, how the three branches of government will work and who has the power to govern.

U.S. History students covered World War 2, the Holocaust, the Cold War, and right now are discussing Martin Luther King Jr., Malcolm X, and their impact on the struggle for black liberation. World History students are covering the Industrial Revolution and the Indian Removal Act.

### **OFF-CAMPUS PROGRAM**

Our students in the off-campus program have been working hard this month. We had 4 of our students accept their diploma at the end of the semester. Three were girls from our Child Care program. One was a student enrolled in the automotive program who got hired locally. He accepted his diploma and went straight to work. We were thrilled to be able to help jump-start his career. The following content is being covered in our programs:

- A student enrolled in Aerospace Tech I at St. Augustine High School is learning about structures of aircraft and turbo Engines. The students attending St. Johns River State College anatomy class are learning about the parts of the eye, brain, and how they function together.

- Agricultural Science students are busy selling red and peppermint Christmas Poinsettias to staff and the community. The students recently tilled the golf green at FCTC in preparation for overseeding the greens. The turf will grow during the Christmas holidays and be ready to mow when students return to class.
- FCTC Culinary students are baking delicious cakes and profiteroles. Profiteroles are described as round golf ball size pastry filled with whipped cream and dusted with confectioners' sugar. All cakes and profiteroles are made from scratch!
- Automotive Students are learning how to balance tires and tire mounting. Tire mounting is learning how to put the tires onto the vehicle's rims, and balancing the tire is learning how to distribute the mass on the automobile tire or entire wheel (including the rim) on which it is mounted.
- Child Care Students are learning how to recognize child abuse and reporting to the appropriate authorities.
- Cosmetology students are learning how to refresh a client's appearance by applying Strips and individuals, and Extension eyelashes properly. This process involves many components such as effective consultations, infectious control, sanitation, proper isolation attachment, control of adhesive, as well as expertly mixing lengths, sizes, curls, and positions in order to match and enhance the client's facial features.

## **INTERPRETER SERVICES**

The Interpreter Services Department is excited to start 2020 with awesome additions to our team. In December, we welcomed Janelle Berry to our team in the role of Staff ASL Instructor. Janelle has worked at FSDB for over ten years and is completing her master's degree in Teaching ASL from the University of Northern Colorado. She will teach ASL classes at all levels to FSDB staff. Registration for classes was very successful, with over 100 staff members registered for classes. Janelle is excited to be in this role providing quality ASL instruction to ensure that staff members continue to improve and refine their ASL skills to meet the skill level standard for their job position. Staff ASL classes begin Monday, January 6<sup>th</sup>.

In addition to welcoming Janelle to the department, we are also excited to welcome Alyssa Kisse to her new position as a staff interpreter. Alyssa has worked at FSDB for several years in the Blind Boarding Program. She has worked as an OPS interpreter for the past year both on campus at FSDB and off-campus at SJRSC. Alyssa completed her bachelor's degree in ASL/English Interpreting from the University of North Florida. She excited to transition to a staff interpreter position, and we are thrilled to have her in the department. Alyssa starts in her new position on Friday, January 10<sup>th</sup>.

We continue to provide classroom language facilitation services daily for twenty-one students in over thirty-five classes per day in addition to providing services for two cross-enrolled students from Blind High School. We are also providing services for one middle school student enrolled in a math course at Sebastian Middle School and one high school student enrolled in an aerospace course at St. Augustine High School.

The fall semester at St. Johns River State College ended in December. We provided interpreters during final exams and for the graduation ceremony held on the Orange Park campus. Spring semester begins Wednesday, January 8<sup>th</sup>, and students are registered for the spring semester at both the St. Augustine and Orange Park campuses. Students are registered for classes every day of the week. We are serving both local SJRSC students and FSDB dual-enrolled students.

In December, FSDB's Sign Language Proficiency Interview: American Sign Language (SLPI: ASL) team completed a four-day training led by National SLPI: ASL Leadership Board (NSLB) members Geoff Poor and Sharon Lott. Our team is now comprised of nine FSDB staff members trained and approved to conduct interviews and complete ratings. The NSLB was very impressed with FSDB's SLPI: ASL program, the team members, and FSDB's commitment to consistently providing SLPI: ASL training opportunities for its team. The commitment to training is evident in the efficiency, accuracy, and reliability of the program's results.

The Sign Language Proficiency Interview: American Sign Language (SLPI: ASL) team conducted interviews and ratings for new staff members and staff members due for their assessments. A four-day team training by the National SLPI Board is scheduled for December 9<sup>th</sup>-13<sup>th</sup>. 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, and 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 6<sup>th</sup>.

**ANGELA SAUNDERS**  
**Principal, Deaf Department**



## **Career and Workforce Development Department**

*Submitted by Leonora Hughes, Executive Director of Career Development*

### Priority Goal 1: Academic Achievement and Workforce Preparation

#### Horticulture Science and Services (D&B Garden Center)

- Annual Poinsettia Sale: Students assisted with the ordering, delivery, and sales of our holiday poinsettias. They also used the flowers for holiday floral setups in the Music Building.
- Several Students Completed their OSHA Agriculture Certification Course: Four students in the Deaf High School Department and one student in the Blind High School are now OSHA certified. The students worked very hard on learning the course material. Several others are close to being certified.
- Celebration with the Las Adelfas Garden Circle: Students that worked side-by-side with the women from the Las Adelfas Garden Circle received an invitation to a special celebration. We have partnered with this group for three years doing several on-campus beautification projects. The Garden Circle won an award for last year's project. This celebration was highlighted by the unveiling of two beautiful tactile mosaic sunflower art pieces that were donated for display near the gardens. The mosaics include a quote from Shakespeare and are braille for the blind students. The campus culinary arts students provided the snacks and beverages.

#### Build a Tradesman (BAT) Construction Program

- Students completed working on building flower boxes with benches for the elementary school. Students applied their skills of utilizing power tools, critical thinking skills, and mathematics (utilizing a tape measuring). Students assembled and sanded the benches.
- This month, we are recruiting students to compete in the "team works" SkillsUSA state competition occurring in April.

#### Culinary Arts Program

- December was a busy month for catering events requested by the Advancement Department. FSDB students shined and were applauded by the guests in attendance for the food and service. The Dragon's Lair Cafe was decorated and set up in a Holiday theme for a 100 people. The students prepared homemade meatballs, sauce, and pasta with salad and delicious holiday cookies. There were two other catering events for donors that went well. Students were able to practice their culinary and customer service skills.

- December 12<sup>th</sup>, the culinary students prepared and served Chili for the Holiday Celebration in Dragon Lair. There were over 250 people who attended this event.
- Dragon's Lair Café is opened every Monday and Tuesday from 5:00 pm to 9:00 pm. We have two students who are part of the After-School Campus Work Experience who prepare and serve the following menu items: french fries, hamburgers, mozzarella sticks, chicken wings, and cookies. The evening hours for the Café can be hectic, and the students do a great job working in this fast-paced environment.

#### Promotional Enterprises (D&B Designs)

Students hosted a Holiday Sale open house for D & B Designs. Students and staff created a festive environment for holiday shoppers. The student played instrumental music and offered treats and cider to shoppers.

#### **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 had two teams of students participate in the Gallaudet Battle of the Books preliminary competition. Each team was responsible for reading three assigned books, creating questions, quizzes, games, and anything to help them quiz each other on the books preparing for the competition. No support could be offered by the two staff serving as chaperones. The preliminaries consisted of video-phone competitions arranged by Gallaudet with other schools or programs for the Deaf throughout the country. Each of our teams competed against three other schools in one day. Questions prepared by Gallaudet were presented in both ASL and English print via a PowerPoint presentation. The timers started, and students had 20-25 seconds to answer. Although we did not make it to the playoffs, it was an invaluable experience for our young teams, and we will try again next year. Students were rewarded with the Battle of the Books t-shirts and certificates from Gallaudet University.
- DMS reading specialist assisted teachers with administering an array of end of quarter assessments in all content areas. Specialist also helped implement progress monitoring activities so teachers could test students on their goals written on their Individual Educational Plans.
- DES students left for winter break with one new book picked by their teacher. This is in line with the research that shows that the best way to get students to read is to give them good books.

- All reading specialists assisted with administering the NWEA MAP assessments.
- DES Students used growth notebooks to conference with teachers before and after taking the NWEA MAP assessment. Students viewed projected growth goals and made a note in their growth notebooks of whether they met their goals (or not).
- DHS ELA teachers have been using the online program, IXL, to provide independent practice after they teach mini lessons based on students' needs identified in NWEA MAP assessment reports.
- Students in the blind department in grades K-8 have been busy celebrating their independent reading accomplishments. Twenty-two, middle school students, celebrated meeting their independent reading goals of reaching 200 plus steps by enjoying a pizza party and "Name that Tune" game in the library, and the "Waffles About Reading" celebration was a hit for 26 elementary students. Eight high school students hosted this event as a part of their Expanded Core Curriculum class with Mrs. Galligan-Prater. These students prepared the waffles and worked to serve and support the elementary students by adding their favorite toppings. Here are a few direct quotes from a few of the students:
  - *Amazing! – Arabella*
  - *I liked it – Billy*
  - *Super awesome – Moses*
  - *Great. Super. Amazing. - Takiah*
  - *It made me try things I normally don't eat. I love waffles now. – Tristan*
  - *I'm going to read more to get to the second party! - Jermeka*

#### Priority Goal 2: Professional Development

- DMS reading specialist collaborated with and provided resources to select ELA teachers to begin instruction in argumentative writing. The specialist modeled this type of writing with various groups of students, gradually releasing the responsibility to the classroom teacher.
- The DES and DHS reading specialists attended training in "Explicit Contextualized Vocabulary Instruction," which is a research-based vocabulary instruction method for Deaf/Hard of Hearing students.
- The DHS reading specialist facilitated the fourth monthly session of the *Visible Learning for Literacy: Implementing the Best Practices That Work Best to Accelerate Student Learning, K-12* professional book chat with twelve ELA, history, and ASL teachers. The lively discussion and activities focused on concept mapping and close reading from Chapter 3: Deep Literacy Learning.

#### Priority Goal 3: Enrollment and Retention

- The DES, DHS, and blind department reading specialists have volunteered to assist with the Outreach Department's Expos and Ambassador Program.

### Priority Goal 5: Stakeholder Relationships and Communication

- The DES and DHS reading specialists networked with district staff in our region at the Northeast Florida Roundtable for Teachers of the Deaf/Hard of Hearing. Discussion included successes and challenges facing itinerant, mainstream, and self-contained classroom teachers.
- The blind department reading specialist participated in a conference call with a school district from New York state to share how FSDB is using the Independent Reading Level Assessment and the IRLA Instructional Tool Kits to support Braille readers.
- The blind department reading specialist and the DES math specialist presented at the December campuswide SAC meeting. This presentation focused on providing more information regarding the Measure of Academic Progress (MAP) assessment and how to interpret scores and, most importantly, how teachers are using this data to communicate with families and planning targeted instruction.

### **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) Winter testing is complete. After winter break, teachers will review student data, conference with students, goal setting, and plan instruction in response to student needs.
- “24 Game” Tournaments are held at the end of each Semester as part of the Problem of the Week and Fluency Challenge. Twenty-eight students earned enough points first semester to be invited to the tournament, and 23 of them came to compete. Sixth Grader Khayree Lofton was the Gold Medal Champion from this tournament! Congratulations to all the participants, finalists!
- 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 Gamecards 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 107 students across campus have already submitted solutions to the Problem of the Week and Fluency Challenges first 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.
- Professional Development and coaching are ongoing to support teachers in writing and monitoring student IEP goals.
- Professional Development and coaching are ongoing for teachers to implement all three tiers of RTI effectively and document the progress of interventions.
- The second 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, and the RTI process.
- 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. We have additional teachers interested in the adoption and use of the Eureka math curriculum. Extra supports and coaching/co-teaching for classes whose teacher is on maternity leave.
- Fourteen teachers attended the second of the POWwow PD Series focused on the 8 Effective Teaching Practices and the 8 Student Math Practices on December 2nd.

### Priority Goal 3: Enrollment and Retention

- 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

- ASL Specialists offered a one-day presentation as part of "ASL Day" on December 10, 2019. Their presentation covered ASL Foundation/History and included several gesture activities.
- ASL Specialists worked with several Deaf High School (Mandy Nolte and Lauren Fox) classes on ASL Christmas Storytelling for Middle School and Elementary School.
- ASL Specialists worked with 2nd Graders on ASL Thanksgiving and Christmas songs. 2nd graders signed their ASL Thanksgiving song in front of their parents (Thanksgiving event during school) on November 22, 2019. 2nd graders also signed their ASL Christmas song in front of their parents (Christmas event during school) on December 18, 2019.

Priority Goal 2: Professional Development

- ASL Specialists offered their second presentation called, “Strategies for Maximizing Language Development” for one hour for Deaf Middle School. The Specialists discussed research called "Unlocking the Curriculum" and to show that the findings from this research are still relevant today. The specialists also covered seven principles for success. This PD gave teachers the opportunity to expand their students’ language by using Social Studies and/or Science curriculums.
- High School ASL Specialist worked with Middle School and Deaf High School students on ASL for School Shoutout videos, Student Spotlights, and few videos that were/will be posted on Facebook.

Priority Goal 5: Stakeholder Relationships and Communication

- High school ASL Specialist is a Jr NAD sponsor and supported the Winter Fest for Deaf High School on December 18, 2019.

**Admissions Department**

*Submitted by Tracie C. Snow, Administrator of Instructional Services*

**Enrollment as of 1/08/2020**

<b>Deaf Department</b>			
High School	Grades 9 – 12	166	
Middle School	Grades 6 – 8	89	
Elementary	Grades KG – 5	72	
Totals: Deaf Department		327	
<b>Blind Department</b>			
High School	Grades 9 – 12	101	
K-8 School	Grades K – 8	100	
Totals: Blind Department		201	
<b>ELC (PreK)</b>			
Deaf		14	
Blind		5	
Totals: Deaf & Blind ELC (PreK)		19	
<b>FSDB Overall</b>			
High School	Grades 9 – 12	267	
PK- 8	Grades PK – 8	280	
Totals: FSDB Overall		547	
<b>Day Students (PreK -12)</b>			
Deaf		113	
Blind		68	
Totals: Day Students		181	

**Admissions as of 01/01/2020 to 01/08/2020**

<b>Deaf Department</b>			<b>Eligible</b>	<b>TA</b>	<b>Not Eligible</b>
High School	Grades 9 – 12		0	0	0
Middle School	Grades 6 – 8		0	0	0
Elementary	Grades KG – 5		0	0	0
YTD Totals: Deaf			50	4	6
<b>Blind Department</b>			<b>Eligible</b>	<b>TA</b>	<b>Not Eligible</b>
High School	Grades 9 – 12		0	0	0
K-8 School	Grades K – 8		0	0	0
YTD Totals: Blind			18	4	4
<b>ELC (PreK)</b>			<b>Eligible</b>	<b>TA</b>	<b>Not Eligible</b>
Deaf			1	0	0
Blind			0	0	0
YTD Totals: Deaf & Blind			7	3	0

- Applicants Scheduled: 8
- Applicants Pending: 21
- **New information to report:** As of 1/08/20, 59 of 60 (98%) 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

Title IV, IDEA, and Title II Federal Grants were approved, so Professional Development opportunities have been added to the PD Master Calendar. The Professional Development Master Calendar is available to teachers through a Google Calendar and the FSDB Professional Development Google Site and is continuously updated with new professional development opportunities.

All of the **1<sup>st</sup> Semester professional development opportunities** were completed.

Feedback was positive, and the participants left the training with a wealth of knowledge.

Comments from the 1<sup>st</sup> Semester topics included:

- O365 Creativity and Implementation (PowerPoint, Sway, and Flipgrid)- Presented by Randi Mitchell (Coordinator of Professional Development)
  - What I intend to apply to my teaching? *"Using Sway for flipped learning and using Flipgrid for student feedback and to check content knowledge."*

- Why would you recommend this training? *"I liked the time to play with the programs so I can do it myself. I am a hands-on learner."*
- Interactive Whiteboards and Classroom Technology- Presented by Carolyn Cervantes (Math Middle School Teacher)
  - What I intend to apply to my teaching? *"Transparency, linking to pictures, using the dice, and infinite cloner."*
  - What I intend to apply to my teaching? *"Use LAB games for vocabulary lessons. Use infinity cloner to label parts of speech for vocab words."*
- Makerspace II – Presented by Tracie Snow (Administrator of Instructional Services) and David Snow (Media Specialist)
  - Why would you recommend the training? *"It was fun! I also walked away, feeling inspired."*
  - Why would you recommend the training?" *"I believe that learning should be hands-on and meaningful."*
- Strategies to Maximize Language Acquisition (Deaf Department)- Presented by June Ann LeFors (ASL Specialist) and Lenore Boerner (ASL Specialist)
  - What I intend to apply to my teaching? *"Making content 'real' to my students through their experiences."*
  - What I intend to apply to my teaching? *"7 principles of Success and Preview, View, Review."*
- Low Vision Tools and ECC (Blind Department) – Presented by Dajuana Prater (Assistive Technology Specialist) and Margaret Prater (Blind Department Teacher)
  - What I intend to apply to my teaching? *"Practicing discriminative listening."*
  - Would you recommend the training? *"Yes, because of the expertise of the presenters. They have a rich supply of experiences working with our students."*
- Orientation and Mobility – Presented by Jennifer Enache (Orientation and Mobility Specialist) and Samantha Lang (Orientation and Mobility Specialist)
  - What I intend to apply to my teaching? *"I will encourage students to use their canes properly. I will ensure students know "there is no shame in using your cane."*
  - Why would you recommend the training? *"The activities both in Moore Hall and traveling in the neighborhood. Both of these activities gave me a true experience of what my students go through and why clear communication on my part is extremely important."*
- Makey Makey
  - What I intend to apply to my teaching? *"I would definitely use the Black-Out Poetry activity in my class. I think this would be good for teaching parts of speech (nouns, verbs, adjectives, adverbs, etc.)"*
  - Would you recommend the training? *"Yes, I really enjoyed struggling through creating the activity because it helped me to see ways that my students could learn and benefit."*

**Second Semester Professional Development** has been released for Staff Members to register through the NEFEC Track online portal. The 2<sup>nd</sup> Semester topics include:

- Signed, Spoken, Silent Reading Fluency, S3RF
  - o Presented by Brent Bechtold (Reading Specialists) and Jessie Floresca (English Language Arts High School Teacher)
- O365: Creativity and Implementation- OneNote and Partner Apps
  - o Presented by Randi Mitchell (Coordinator of Professional Development)
- Embedding English and ASL into a Bilingual Approach to Instruction
  - o Presented by Tracie Snow (Administrator of Instructional Services) and David Snow (Media Specialist)
- Partnering with Parents for Student Success
  - o Presented by Tracie Snow (Administrator of Instructional Services)
- Coding: Scratch, Ozobots, Swift, and more!
  - o Presented by Monica Griffey (Technology High School Teacher)
- Video Production and Editing
  - o Presented by Deanna Scala (Technology High School Teacher)

#### **Book Chats:**

Book Chats have been established for the second semester. The book chats will be a hybrid model of online interaction (through Google Classroom) and in-person meet-ups to discuss content, implementation, and reflections of struggles and changes in practice. There will be two meetups online or in-person every month during working hours to maintain and encourage collaboration and discussion. The titles of the books are:

- *“Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership”* by Douglas Fisher, Nancy Frey, Stefani Arzonetti Hite
  - o Facilitated by Jessica Behr
- *“Fostering Resilient Learners”* by Kristin Souers with Pete Hall
  - o Facilitated by Marcella Carpenter

#### **Curriculum Project Teams:**

The main focus of the curriculum project will be for a team of teachers to develop materials or use an approved professional resource, implement the resource or material, reflect on successfulness/barriers, adjust professional resources or use of materials, and share with peers and stakeholders through a database. Team Members will meet six times (from January 6th to May 29th) with curriculum project team (3:45 p.m.-5:30 p.m.) in order to talk about what they have learned and applied, the successfulness and barrier and adaptations in implementation of the materials or resources. The 19-20 Curriculum teams are as follows:

- Bilingual (ASL and English)
  - o Project Focus: develop and implement materials to support teaching two languages (ASL and English) by finishing the Bilingual Curriculum.

- o Facilitator: Lenore Boerner
- o Team Members: Jessica Behr, Brent Bechtold, June Ann LeFors, Randi Mitchell, and Cally Traetto
- Expanded Core Curriculum
  - o Project Focus: Specialized learning activities to support students who are deaf/hard of hearing or blind/visually impaired that align with expanded core curriculum objectives
  - o Facilitator: Margaret Prater
  - o Team Members: Edith Stein, Carla Ferber, Laura Miller, Mary Hanson, and Teresa Mackey
- Makerspace
  - o Project Focus: how to use materials, increase engagement through hands-on learning and project-based learning, empower student learning. Discover tools on campus that can be used to support critical thinking and project-based learning through Makerspaces.
  - o Facilitator: Brigit Jensen
  - o Team Members: Lia Ferrante, Andrea Binder, Jenny Shellhorn
- Math
  - o Project Focus: Effective approaches for teaching math, eight effective mathematics teaching practices, increase students' engagement, and increase students' ability to problem-solve independently.
  - o Facilitator: Andrea Binder
  - o Team Members: Valerie Griffin, Brigit Jensen, Matthew Smith

### **Drop-In PD:**

The "Drop-In PD: Technology and IEPs" occur monthly at various times and 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 timeslots to get personalized support. The 1<sup>st</sup> Friday of every month is an additional opportunity to learn specifically about Microsoft O365 applications.

### Priority Goal 5: Stakeholder Relationships and Communication

On November 21- November 23, FSDB Pineapple PD set up a table with the Florida School for the Deaf and the Blind at the American Speech-Language-Hearing Association, ASHA, to share resources, Pineapple PD QR cards, and strengthen networks with organizations, Universities, educators across the state.

FSDB Pineapple PD is still working on increasing the video resource library. Upcoming videos for FSDB Pineapple PD include: Writing Strategies, Signed Reading Fluency, Braille Foundational Skills, 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 November Board report, FSDB Pineapple PD social media sites continue to grow.

- Facebook: 2,238 followers (39 follows since November 2019).
- Twitter: 325 followers (4 follows since November 2019).
- Instagram: 496 followers (4 follows since November 2019).
- YouTube account: 10,266 views among the 51 videos and 213 subscribers (399 views and six subscribers since November).

### **Pineapple PD Video Released in November:**

November 13, 2019

June Ann LeFors: Pineapple University- Politics, Society, and Historical Issues in Deaf Education  
ASL Specialist, Deaf Department

- Views: 3,300
- Reactions: 27
- Shares: 43
- Comments: 1

### **English Language Learners Department**

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

#### **Priority Goal 1: Academic Achievement and Workforce Preparation**

- Unfortunately, the Cultural Event luncheon that was being planned for 12/16 did not take place. The students at the high school level studied and the British Isles.
- The next Cultural Event is being planned for 2/28/20. Both the BHS and DHS ELLs will study about Black History, then celebrate with a luncheon and presentation.

#### **Priority Goal 2: Professional Development**

- 1/9/20, ACCESS for ELLs training will take place in the ELL Department in preparation for the spring state test. Scott Trejbal will be giving the training to the ELL staff. This test measures reading, writing, speaking, and listening skills in English.
- All ELL staff will continue their FSDB Adobe school training during the 19-20 school year.
- Spring 2020, The ELL Specialist for the Deaf is enrolled in an online ASL class, Florida State College.

- Spring 2020, The ELL Teacher for the Blind is enrolled in an online Braille class, Florida State University.
- The ELL Director is on the selection committee for the National Bilingual Teacher of the Year. This award will be given in February 2020 at the National Bilingual Association Education (NABE) conference in Las Vegas, Nevada.

### Priority Goal 3: Enrollment and Retention

- There is currently a total of 40 ELLs at FSDB: 30 Deaf in the deaf department and 10 in the blind department.
- There were several admissions of possible ELLs in November. There are a couple who are waiting to be assessed to determine eligibility for the ELL Program.
- The ELL department made many foreign language contacts for students and parents, which include phone calls and/or translations. In November, 226 contacts were made.
- 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. 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.
- 11/20-11/21/19, The first ELL Educator from the Virginia School for the Deaf and the Blind came to FSDB to observe and learn from the ELL Department and other Departments on campus.
- 12/9/19, three visitors came to visit FSDB. This was requested by the Cultural Center at Ponte Vedra Beach: Maria Isabel Montoya (Public Relations Manager), both Fransisco S. Guitard, (CEO, Nauta Institute and MiAddvantage) and the world-renowned pianist, Maria Dolores Gaítan from **Project Florida**, both are from Spain. The group met with Dr. Prickett, took a tour with Rick Coleman, then visited Leslie Costello's music class in the blind department. There, Aleksandr Chalov (Alex), ELL 11th grade blind student from Russia, played for Maria Dolores Gaítan, then María played, and finally, both played together.
- **Project Florida** is planning three concerts in Florida in 2020. They are hoping to be able to play at FSDB. Also, it will include playing with Alex.

- 12/11/19, the Council for the Blind contacted the ELL department to seek help with a braille project that was in Spanish. A referral was made to the braille production department, who assisted them in finding the right resource.
- Every month, the FSDB ELL Director participates in a phone conference with the FLDOE/SALA department for two separate meetings: ELL and World Languages. The next
- phone conference will be held at the end of January 2020.

**Respectfully submitted by:**

Tracie C. Snow

Administrator of Instructional Services



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

**Outreach Services**

Respectfully submitted by Elizabeth Wilcox

**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.

- Family Day with FSDB Expo, tentatively March 6-7, 2020
- Family Day with FSDB Expo, date tentatively June 2020 in coordination with the summer Expanded Core Curriculum Academies

**Outreach Department Representation** - Director participated and/or presented at the following conference or meetings.

- The American Speech-Language Hearing Association (ASHA) National Conference, Orlando, Florida
- Duval County Schools Professional Development Meeting, Jacksonville, Florida
- Division of Blind Services collaboration meeting including the following counties: Jacksonville, Saint Johns, Flagler, and Volusia

**FSDB Distance Learning ASL Course – Project funded by the Johnson Foundation**

- Online ASL Fall classes are completed, with 41 total participants completing their courses. Five completed beginner level, eight completed level 1, eight completed level 2, and eight completed level 3.
- The Spring course will begin in the first week of March.

**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 designed explicitly to target external stakeholders.

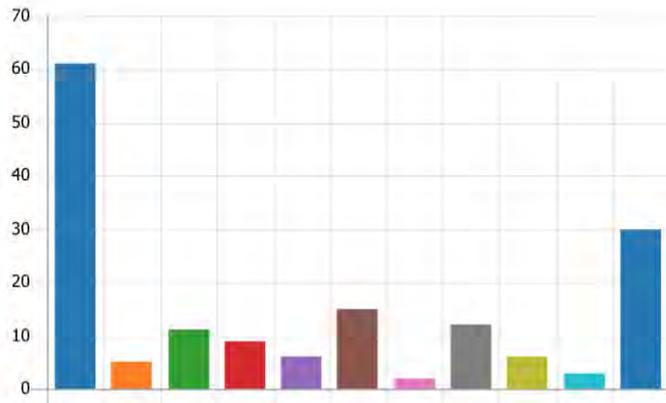
2019-2020 Disseminated FSDB Outreach Packets	Total (9/2019 - 1/2020)	Total Number of Events
	459	17

**FSDB Outreach Department Technical Support** - the provision of information and resources across the State in the form of phone calls, virtual meetings, website e-mail inquiries, and face-to-face meetings.

5. How did FSDB Outreach Department assist you?

[More Details](#)

● Technical Support	61
● Schedule Family Campus Tour	5
● Schedule Campus Tour	11
● Distance learning and statewi...	9
● Online ASL Class	6
● Outreach Evaluation	15
● FSDB Expo participation	2
● FSDB Materials to share with F...	12
● Volunteer	6
● Expanded core curriculum aca...	3
● Other	30



**Resource Materials & Technology Center for the Deaf/Hard of Hearing**

Respectfully submitted by the RMTC-D/HH Team

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

- Lesson Integration with TLC/Access (Cocoa Beach) - December 3
- Northeast Florida Teacher of the D/HH Round Table - December 6
- Expanded Contextualized Vocabulary for D/HH Training - December 6
- Florida Standards Assessment ASL Review Meeting - December 10
- TALive! Keeping It Accessible with Captions - December 11
- Florida Administrators' Management Meeting (AMM) - December 17-19

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:** Bay, Duval, Hardee, Okaloosa, FSDB, 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:** Brevard, Broward, Citrus, Collier, Dade, DeSoto, Escambia, FSDB, Hardee, Lake, Lee, Leon, Manatee, Monroe, Okeechobee, Osceola, Palm Beach, Pinellas, Polk, Santa Rosa, Seminole, Sumter, UCP Charter Schools, Volusia

**Other Agencies/States:** Educational Interpreter Project (EIP), Florida Problem Solving/Response to Intervention (PS-RtI) Project

**Media and Materials Loan Library Information:****New Accounts: 2**

- 1 Paraprofessional (Lake)
- 1 Gen. Ed Teacher (Collier)

**Media and Materials: 42 items checked-in by 18 total participants**

- Brevard: D/HH Teacher
- DeSoto: Interpreter
- FSDB: Discretionary Project Personnel
- Hardee: D/HH Itinerant Teacher and ESE Teacher
- Lake: Interpreter
- Lee: Interpreter and D/HH Teacher
- Leon: D/HH Teacher
- Manatee: Interpreter
- Osceola: Interpreter
- Palm Beach: Therapist
- Polk: Interpreter and D/HH Teacher
- Santa Rosa: D/HH Itinerant Teacher

**Additional Items:** Added one new title to Loan Library - #1943 Steps to Assessment - A Guide to Identifying Educational Needs for D/HH Students

**Upcoming Events** in January:

- Broward Fairview Onsite Coaching - January 6
- TALive! Keeping It All Together: Progress Monitoring and Record-Keeping Binders for the ToDHH - January 8
- Blankner Fairview Onsite Coaching - January 9
- Institute for Small and Rural Districts - January 21-23
- FDLRS Springs Fairview Coaching - January 22
- Volusia Onsite Fairview Coaching - January 29
- Assistive Technology International Association Conference - January 29-February 1

**PARENT SERVICES DEPARTMENT**

Cindy Day, Executive Director of Parent Services

**Parent Services**

- Parent Services provided tours for 30 prospective students and family members during November and December 2019. Additionally, 85 tours were provided for professionals and other stakeholders. A total of **115** participants were provided tours of the School in November and December by Rick Coleman, Information Specialist.
- FSDB families were busy in December attending Holiday concerts, events, and preparing for the winter break.
- Parent University hosted its monthly Braille class in December 2019.
- The next Parent Engagement Workshop will be held on January 17, 2020. Speakers will include:
  - Gail Hamilton, a blind woman with an inspiring message, “Unlimited Potential.”

- Chris Boortz will discuss the McKinney-Vento Education for Homeless Children and Youth Program.
- Cathy Costley from the Attorney General's Office, presenting "Parenting in the Digital Age."
- Scott Trejbal gave parents tips and resources for preparing their children for the Florida Standards Assessments and more.

### **Parent Infant Program**

- During December, FSDB's Parent Infant Program (PIP) was serving **512** infants and toddlers ages 0-5 and their families. There were 248 Deaf/Hard of Hearing, 229 Blind/Visually Impaired, and 25 Dual Sensory Impaired children.
- Kim Carr, Director of Early Intervention Blind/Visually Impaired, met with the Florida Division of Blind Services Director, Robert Doyle, to discuss challenges presented in maintaining the West Palm Beach contract's deliverables now that the West Palm Lighthouse has been awarded an overlapping contract. Since deliverables were exceeded in the Jacksonville/Gainesville area, an addendum to the contract was granted to merge the total numbers of the two contracts.
- The December Outreach event for the Gainesville area was planned by the Regional Coordinator, Teresa Donaldson Thomas, and the DBS Children's Counselor. Approximately 150 children and families of blind and deaf children attended the Kirby Farm Christmas Train Event. Santa was there to talk with the children and give gifts, and everyone had a great time on the train!
- The West Palm Beach Parent Infant Program and the Outreach Center for the Blind invited families raising children with visual impairments to attend their annual Christmas event. Forty attendees enjoyed crafts, food, songs, presents, and the ever-popular Santa Claus!
- The Parent Infant Program Directors of Early Intervention Deaf/HH and Blind/VI attended the Florida and Virgin Islands Deaf/Blind Collaborative Advisory Meeting in Orlando. They shared information about the Parent Infant Program and the Early Hearing Detection and Intervention collaboration with the PIP Deaf Mentor Project.
- The Deaf Mentor Project is solidly implemented. Fifteen Deaf Mentors have been hired and trained. They are working in coordination with the Parent Advisors to provide enhanced services to families of children who are Deaf/Hard of Hearing.
- Other Deaf/HH regional events during November and December included:
  - Regional Coordinator representing FSDB Parent Infant Program at the Alachua County and the Marion County Interagency TATS meetings.
  - A meeting with the Hillsborough County Schools Early Intervention Teachers of the Deaf/HH to establish a relationship and share information.
  - Representing FSDB's PIP at the Panhandle Early Steps meeting.
  - Sharing information with the Palm Beach County district staff.
  - Providing PIP information to multiple preschool programs in Tallahassee and Jacksonville areas.

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

- As of January 6, 2020, the Early Learning Center (ELC) was serving a total of **22** children. There are 17 children who are Deaf/Hard of Hearing (13 Pre-K and 4 Toddlers). There are an additional 4 Pre-K students who are Blind/Visually Impaired and one Dual Sensory Impaired. One Deaf/Hard of Hearing student has been deemed eligible and will start in several months, and two more 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 continues to offer weekly programs for parents that include:
  - ASL Family Literacy Workshop series in which parents learn to sign a story with young children. They review the signs, the sequence, and the pacing that is involved in sharing a story with young children. The parents get their copy of the book and practice their skills each Monday. 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 is Baby Dragon Club. This is a weekly informational meeting that focuses on different topics that the parents have identified as areas of interest. January's topics will include using math at home, responsible screen time, and many others. These meetings provide parents a place to listen, learn, and discuss their children's development, education, and goals.
  - 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 celebrated Thanksgiving with a Potluck Picnic and a play put on by the ELC Parent ASL Literacy Group. The parents acted out the story of the month, "Bear Says Thanks." The children had been reading it in class, and all enjoyed watching their parents on stage, acting out the story.
- Holiday activities included decorating cookies (a PBS activity) and a visit from Santa and Mrs. Claus and the Grinch.
- The Deaf Middle School classes in the Building A Tradesman program under Randall Hancock has built the ELC four beautiful garden boxes and placed them outside the ELC. Kathy Fisher, ELC Instructional Assistant, is a Master Gardener and will be leading the children in planting vegetables, flowers, and a sensory garden. They are looking forward to helping the children learn to take care of their plants and hopefully harvest some vegetables this spring! This project is funded by PreK IDEA funds.
- The ELC D/HH class has more than doubled in size since August – growing from six children to 13 children. They may soon have three more, bringing the total to 16 children.
- A new teacher of the Deaf/HH position has been advertised and should be filled soon.
- Michelle Tallent, an ELC Instructional Assistant (IA), has transferred to PE. A new IA to replace her will hopefully soon be hired.
- The ELC children are FSDB's future. A growing ELC means a growing FSDB. FSDB recognizes the need to ensure a safe and nurturing environment conducive to learning by maintaining qualified staff and anticipating needs. Currently, two teachers, Dawn Parke and Brooke Stanfield are doing the heroic job of teaching, record keeping, meeting with parents,

planning, etc. – duties required of all teachers for classes that are double the size of most Kindergarten and first-grade classes in Blind Elementary School and Deaf Elementary School. However, unlike duties required of all teachers, the children in the ELC are in school for the first time – they are still building independence, and teachers provide the needed assistance feeding, dressing, toileting, hand-washing, additional emotional support, and guidance. Many of our ELC children are experiencing formal language for the first time and need individual communication instruction. All of them need time.

- The FSDB Role and Scope Study was recently revised, increasing the recommended student to teacher ratio in PreK from 1:4 to 1:6. The recommendation now is the same for grades PreK, K, 1, 2, and 3. While all children benefit from small class sizes, the needs of 3 and 4-year old children are much higher than the needs of a 7 and 8-year olds. FSDB promises a low staff to student ratio. Parents of 3 and 4-year old children relocate to Northeast Florida so that their children can attend FSDB’s ELC.

**LIBRARY MEDIA CENTERS**

**Cary White Monthly Report**

Submitted by: Joy Carriger

Statistics: Off two weeks, collected all student books, library closed one week for holiday shop.

	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>
<b>Class Visits</b>	N/A	230	320	202	138
<b>Total Students</b>	N/A	<b>387</b>	629	460	254

	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>
<b>Student Walk-in Visits</b>	N/A	157	309	258	
Check-in/out	N/A	93	167	142	64
Computers/ AV Equipment	N/A	50	53	54	13
Homework/ Free Read	N/A	14	89	62	39
Total Student Walk-Ins	N/A	157	309	258	116
<b>Total Students Assessing the Library</b> (class visits + walk-ins)	N/A	387	629	460	254

<b>Checked Out Items</b>					
Students	N/A	353	466	320	20
Staff	N/A	99	182	133	88
<b>Total Items Checked Out</b>	N/A	452	648	453	108

Library Class Activities

ELC K/2, Grade 4 – Middle School - Holiday stories and craft activities  
 Elementary 3 – Dewey Decimal lesson, Holiday stories craft activities  
 High – SSR & resources for finding eBooks

Volunteer Help

Holiday shop sighted guides and gift wrappers  
 Shelving & straightening books  
 Braille labels and bookmarks

**Lindheimer Media Center Monthly Report**

Submitted by: David Snow

Check Out Numbers:

	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	
Staff	99*	80*	54*	59*	16*	
Student	48**	591**	1,415**	1,054**	820**	

\*Teacher Resource Center materials, including camera/camcorders

\*\*student/staff book checkouts (during day and night) are combined based on the library location (LMC)

**Weekly Library Classes :**

**Week A:** 1 Toddler, 8 Elementary, 10 Middle School

**Week B:** 3 Elementary, 19 High School

**TECHNOLOGY SERVICES DEPARTMENT**

**Network and Technician area projects:**

- The doorbell project has been completed in the primary academic buildings within the Deaf Department as well as in some identified dorms. The testing lab locations, Dragon's Liar, and Student Organizational Building will also have doorbells installed soon.
- Refresh processes are underway specific to some of the campus network infrastructure equipment as well as digital whiteboards.
- Quarterly maintenance activities are being completed related to network and data center operations at the main campus, police building, and off-campus disaster recovery site.
- Computer upgrades are being processed by departments throughout the year to reduce the burden of upgrading many over the few weeks in the summer. This re-organization of this process should allow for summer work to focus specifically on upgrading and reassigning student devices.
- FSDB’s new application to provide Single Sign-On Classlink has been launched.
- **HIGHLIGHT!** Patrick Turnage was selected as a featured speaker for the Future of Education Technology Conference (FETC), which takes place in Miami Jan. 14-17. He has contributed articles and podcast information in addition to the presentation he will provide along with co-presenter, Hillary Norman. Ms. Norman is a teacher in the PK-8 Blind School here at FSDB. See more information on the FSDB website under News!

**Information Systems** area projects:

- Report cards for Quarter 2 and the first semester were finalized and printed to be sent home to parents/guardians.
- Second-semester scheduling updates were completed with support provided to school-based staff members.
- The student information system is being set up to begin the process of future scheduling for the 2020-2021 school year. The Course Masters and Course Code Directories are cloned into the future year and updated with any necessary changes which allow course selections to take place in spring 2020.
- The Parent Infant Program application and inventory system are being finalized to launch.

**Records Management Coordinator** area projects:

- Preparations are underway for the next shred event slated for February 26, 2020.
- Operational Policies and Procedures, Forms, and Manuals are under review and inventory to re-organize within the new FSDB Intranet platform.

Respectfully Submitted by  
Shelley Ardis  
Administrator of Outreach and Technology Services