I. **Call to Order**

II. **Pledge of Allegiance**

III. **Roll Call**

IV. **Approval of Meeting Minutes**
   Minutes, January 24, 2020, Board of Trustees Meeting 1-5

V. **President's Report**
   - President's Board Report - Jeanne G. Prickett, EdD 6-8
   - Human Resources - Carrie Arnold 9
   - Communications and Public Relations - Nancy Bloch 10-11
   - Legislative Update - Patsy Eccles 12

VI. **Public Comments** Limited to three (3) minutes per person

VII. **Action Items**
   1. Surplus Property 13-14

VIII. **Unfinished Business**
   Approval of Amendment to the FSDB Rule 6D-12.003, Campus Police Department authorizing issuance of Notice of Proposed Rule in Florida Administrative Register 15-22

IX. **New Business**
   Enrollment/Outreach Committee Update and Action Items if needed
   Audit Committee Report and Action Items if needed

X. **Department Updates**
   - Allied Health Services - Stan Gustetic 23-25
   - Boarding Program - Kathleen Grunder 26-35
   - Business Services - Julia Mintzer 36-55
   - Blind Department - Carol Bogue 56-60
   - Deaf Department - Angela Saunders 61-65
   - Instructional Services - Tracie Snow 66-78
   - Outreach and Technology Services - Shelley Ardis 79-86

XI. **Board Comments**

XII. **Adjournment**
Board of Trustees – Meeting Minutes
Moore Hall Center for Learning and Development
January 24, 10:30 a.m.

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

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 10:30 a.m. in the Moore Hall Center for Learning and Development.

Pledge of Allegiance
Blind Middle School student Derek Merced and Deaf Middle School student Kia Hout led the audience in the Pledge of Allegiance.

Approval of Meeting Minutes
Mr. Hadley moved to approve the Board Meeting Minutes of December 13, 2019. The motion was seconded by Mrs. Chapman and was carried unanimously by the Board.

President’s Reports
Dr. Prickett asked the Board members if they would like to participate in the Tranportation Department’s Annual Safety Summit scheduled for April 3, 2020. It is set on the same day as the regularly scheduled Board of Trustees meeting. She explained the activities of the Safety Summit and added that we will provide transportation to the back of campus for the Summit, as well as lunch because it will be an extended Board meeting day.

Mr. McCaul said that he would not be able to attend on April 3 because of his work schedule, and that Mr. Hadley would be presiding over the meeting. There were several questions and comments from the Board. They agreed to allow time for them to observe the Safety Summit with an extended meeting day. Dr. Prickett said that we will send them a detailed schedule for that day.

Dr. Prickett told the Board about her forthcoming participation in the Salvation Army Women’s Auxiliary “Celebrity Chef” event that will be held March 26, 2020 at the Prime Osborne Center. The event is to benefit the programs of the Jacksonville Salvation Army.
**Public Comment**

There were no public comments during this meeting.

**Action Items**

**Action Item #1—Surplus Property**

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

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

**Action Item #2—2019-2020 Reallocation of Excess or Unused Funds**

Board approval was 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.

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

**Action Item #3—Continuation of Business Prior to the Approval of the FY 2020-2021 Operating Budget**

Board approval was 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 during that time period shall be subject to retroactive ratification by the Board.

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

**Action Item #4—Fiscal Year 2020-2021 Out-Of-State Tuition Rate Project**

Board approval was 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.

Mrs. Chapman moved to accept Action Item #4, as presented. The motion was seconded by Dr. Zavleson and carried unanimously by the Board.
Action Item #5—Use of FSDB Facilities Rate Schedule 2020-2021

Board approval was 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.

Mr. Kramer moved to accept Action Item #5, as presented. The motion was seconded by Dr. Zavleson and carried unanimously by the Board.

Action Item #6—Operating Budget – Revision #2

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

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

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

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Dr. Zavleson moved to accept Action Item #6, as presented. The motion was seconded by Mr. Hadley and carried unanimously by the Board.

Unfinished Business

FSDB Campus Police Rule 6D-12.003

Mr. Ansbacher asked for a continuance on FSDB Campus Police Rule 6D-12.003. He said that after a meeting with Ms. Mintzer and Chief Chandlee, it was determined that additional language would be needed to track the basics of the Police Operating Manual. Mr. Ansbacher wants additional time to review and remove any language that the Joint Administrative Procedures Committee (JAPC) may target.

Mr. McCaul asked if one month would be enough time; Mr. Ansbacher confirmed that he should be ready to present to the Board at the February meeting. Mr. McCaul called to “shelve” discussions on FSDB Campus Police Rule 6D-12.003 until the meeting scheduled for February 28, 2020.
New Business

Enrollment and Outreach Committee
Dr. Zavelson, Chair of the Enrollment and Outreach Committee, said that it was a productive meeting and he thanked Nancy Bloch, Shelley Ardis, and Tracie Snow for all the work and information provided on student admissions, retention, student achievement, and marketing initiatives. There were no action items voted on during the meeting.

Endowment Investment Committee
Mr. Hadley, Chair of the Endowment Investment Committee, stated that the committee had a productive meeting and the committee voted to expand the Board’s capacity to use unallocated contingent funds for priorities identified and approved by the Board of Trustees.

Endowment Investment Committee Action item
Approval of the Endowment Investment and Expenditure Procedures Policy Change
Board approval was requested to accept recommended changes, as noted, to the Endowment Investment and Expenditure Procedures Policy, as recommended by the Endowment Investment Committee.

Note: The added language to the policy was presented, see the italicized/underlined text:
5. If there remains a portion of an annual allowable allocation amount that is not distributed, the Board may establish contingency funds to hold such allocations. Contingency funds shall not exceed $50,000 in unrestricted Endowment Fund. Contingency funds may be expended for the care and sustenance of students and staff during times of emergency, to pay for the cost overrun caused by unforeseen or unexpected circumstances, and to fund an unbudgeted project not previously considered during the preparation of the annual budget that is desirable for student welfare or a priority need as identified by the Board of Trustees. None of the contingency funds shall be expended without approval of the President of the School, except for those needs identified by the Board of Trustees. The President shall present a report of any expenditure of contingency funds to the Board of Trustees at its next meeting.

As the Endowment Investment Committee Chair, Mr. Hadley made the motion to approve recommended changes to the Procedures Policy as approved by the Committee. The Board carried the motion unanimously.

President’s Performance Evaluation
Mr. McCaul explained the process of how the President’s evaluation scores are compiled, and that Dr. Prickett received an overall score was a 4.47, which on the State of Florida Employee Performance Evaluation scale equals “often exceeds expectations.” Mr. McCaul thanked Dr. Prickett for her continued leadership.

Adjournment
Meeting adjourned at 11:12 a.m.

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

________________________________________
Jeanne Glidden Prickett, EdD, President

________________________________________
Owen B. McCaul, Board Chair
Florida Certified Contract Manager Training Update

In the January meeting I let the Board know about upcoming training FSDB supervisors and personnel who manage vendor contracts were scheduled to take to maintain their credentials as Florida Certified Contract Managers (FCCMs). Two FSDB teams attended the two-day training sessions during the final week of January on either January 28-29 or January 30-31. A passing score of 80% was required for each individual, and the FSDB team members all passed.

Many agencies were represented in the training session on January 30-31 where a group of five of us from FSDB were present. The years of experience among the participants varied widely, also. Some had been trained four years ago when the new requirements went into effect and had been managing contracts since that time. Others were just a few months into their roles as contract managers or procurement officers for their agencies within the State of Florida.

We learned the essential information needed to guide us in procurement and implementation of contracts and grants, including the types of purchases and categories of procurement. Types of purchases include emergency purchases that must be made to continue business because waiting for the procurement process would cause substantial loss to the state or immediate danger to public health, safety or welfare. One very critical emergency purchase for FSDB was hiring Servpro immediately following Hurricane Matthew to clean the buildings that flooded during the hurricane and to prepare those for students to return to school, including moving some classes and some dormitory students to alternate locations with furniture that was sanitized by Servpro.

Exceptional purchases are a non-competitive type, for example, the purchase of Perkins Brailler through the American Printing House for the Blind as the sole source. Most purchases, however, fall within the third type, Competitive Solicitation. With this type there is not an emergency need, and more than a single source for purchase is available.

The Competitive Solicitation process uses any of three basic forms of procurement (Invitation to Bid, based solely on price; Request for Proposal, based on price plus value; and Invitation to Negotiate, based on best value). These processes are highly structured, and challenges to the process or to the outcomes of contract awards can halt the process until resolved. Each process for procurement involves specific team members in the agency who have expertise to keep the procurement and implementation on track.

An agency team is required to work together to prepare the preliminary materials for a competitive solicitation when a contract is expected to cost $35,000 or more. Once an award is made, a contract manager with relevant expertise is assigned to monitor the project and keep the contract file updated. We learned that some agencies’ contract managers might not be constantly on site but make periodic on-site visits. For example, the Department of Transportation is not at every location daily where projects are occurring (several agency staff members including some
from the St. Augustine regional office were in training with a group of us). FSDB is located on a single site, and the contracted projects easily can be monitored daily.

A significant component of all procurement in Florida is ethics, which applies not only to the employee, but to the employee’s family and may last long after the employee’s work with the state is done. The Florida Ethics mandates apply to all state employees and are especially strict for those who procure and manage contracts and grants. Many of the meetings related to procurement, especially competitive solicitations, must be public and are posted on the Florida Administrative Register, with activities occurring in the sunshine. Documentation is posted on appropriate state websites, for example, the Vendor Bid System website.

The principles we learned were supplemented by a manual that each participant can refer to as often as needed. FSDB has a fairly large group of contract managers trained and certified, led by the Business Services Department under Julia Mintzer, and the FSDB Procurement Officer/Contract Administrator, Charles Meyers. Our system has an electronic contracting feature that has streamlined greatly the preparation of contracts and other parts of the procurement process.

FSDB’s contract managers/project managers have been extremely busy with implementation of many projects that had been deferred, and even with a sizeable group of them trained and skilled, the workload has been significant on each one of them in the past several years. They are to be commended for working diligently to reduce the deferred project backlog, which was due in part to funding, and in part to other factors such as hurricane recovery that had to be addressed before other projects could begin.

**Spring Events**

We know you will want to be aware of the coming spring events for your calendars. One of the first to occur will be the performance of the Dance Troupe on Thursday, April 2, at 6:00 in Kirk Auditorium. That offers Board members an opportunity to attend the night before the April 3 meeting. The Dance Troupe will also have a final performance on Wednesday, May 20 at 6:00 p.m. in Kirk Auditorium.

The Blind Department Spring Concert and Art Show on April 16 at 7:00 p.m. in the Music Building will feature:

- The Blind Middle School Band
- The Blind High School Band
- The Illusion Color Guard
- The Blind Cadence Drumline and
- The Blind High School Chorus

The Blind Elementary/Middle School Art Club and Blind High School Art Classes will have displays of student artwork in the lobby of the Music Building that evening.
The combined FSDB Deaf and Blind Elementary Dance Program Recital will occur on Thursday, May 7 at 7:00 p.m. in Kirk Auditorium. Finally, the Blind Elementary Musical Theatre will present “Disney’s FROZEN Kids” for us all to enjoy on Thursday May 21 at 1:30 p.m. in the Music Building as part of our end-of-year celebration before the Friday Board meeting and Commencement. We will send you additional information on other activities as it is available so that you may note it on your calendars.

Jeanne Glidden Prickett, EdD
### Class Code Count

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<th>Count</th>
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<tr>
<td>Teacher Positions</td>
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<tr>
<td>Grant Funded Positions</td>
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</table>

### Add/Delete

- 8616  Auto Equipment Mechanic I to Auto Equipment Mechanic II
- 8318  Law Enforcement Officer to Law Enforcement Investigator II
- 8543  Administrative Assistant II to Training & Research Consultant

### Service Awards

#### 25 Years
Stanley Gustetic  
Cheryl Burgess  
Demetria Harris  
Joann Janson

#### 20 Years
Suzi Gauthier

#### 15 Years
Dale Sommers  
Evan Birnholz  
Jerry Chandlee

#### 10 Years
Kim Carr

#### 5 Years
Charles Meyers  
Noah Eagle  
Denise Gonzalez-Fernandez  
Tammy Williams  
Jervell Baker
This report summarizes department activities and accomplishments in fulfillment of FSDB Strategic Plan 2017-2022 goals for the months of January 2020.

**Crisis Communications**
Continued collaboration with emergency management team with refinements to our Crisis Communication Plan. Meeting with organizations to finalize off-site locations for media staging areas and sign MOUs. Coordinated communications issued to parents/legal guardians for campus-wide lockdown drills held during this time period.

**Earned Media**
Developed two new public service announcements (PSAs) - :30 and :60-second versions - being aired by FSDB alum Trent Ferguson via Cox Media Group radio stations around the state free of charge; aired nearly 200 times during January. Received coverage in the Jan. 14, 2020 edition of the *St. Augustine Record* for the FSDB girls’ basketball team’s participation in the Clerc Classic, a national tournament in Indianapolis for the best deaf basketball programs in the country. Communication planning underway for several events and other initiatives; details forthcoming.

**Communication Infrastructure**
Implemented new Organizational Communication OPP (Operational Policy and Procedure) and related processes for 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.

**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. A new print/digital viewbook to replace the “About FSDB booklet” is in final stages of development.

**News Stories**
Posted three stories on the FSDB website and social media. Generated additional social media posts (see below). FSDB was mentioned in the *National Deaf Interscholastic Athletics Association* website and the *St. Augustine Record* (see earned media above).

**Print/Digital Advertisements**
- Implementing plan to share information/application about this summer’s FSDB Expanded Core Curriculum Academies.

**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.
- Developed messaging and communication approach for FSDB Regional Recreation Day to be held March 26.
- Discussions are ongoing to further differentiate Outreach and Communications roles/functions – exhibits management will move to Outreach at the start of the new school year; Outreach physical space will include an area for collateral storage and distribution (Communications to retain ownership/management).

**Photography/Videography**
- Campus photo production is ongoing for digital and print marketing collateral purposes.

**Website**
- In January, the website had 5,783 visitors of which 88 percent were new. A total of 23,479 pages were viewed for an average of two minutes and 38 seconds (2:16 previous month). Of the visitors, 47.29 percent were mobile
users, with 49.52 percent desktop, and 3.18 percent tablet users. Sixty-six users communicated with FSDB via web contact (29 contacts in December).

Social Media – Facebook
- Likes for the main page rose to 13,341 in January, with 16 posts, reach of 13,725 and 39,963 impressions. The top post was the announcement of \textit{EHDI and the FSDB Parent-Infant Program partnering together}; which reached 4,142 people with 97 reactions, 54 likes, 2 comments, and 30 shares.

Social Media – Twitter
- Followers increased to 1,514, with seven posts in January, 4,173 tweet impressions, 81 profile visits (53 in December), and 19 mentions (10 in December). The top tweet was \textit{“FSDB Girls Basketball team invited to Clerc Classic...”} which garnered 283 impressions.

Social Media – Instagram
- Followers rose to 1,633 with three posts and 287 likes in January. The top post was a photo of \textit{FSDB Cheerleaders winning the Mason-Dixon Competition}, liked by 163 people.

Social Media – Vimeo/Facebook Livestream
- Seven videos were uploaded in January; our channel had 1,588 plays for 21,551 minutes. Seven events were streamed including three boys’ basketball games (1,877 views), and two girls basketball games (3,258 views). The top viewed event with 1,533 views was the \textit{Girls Varsity Basketball game vs Crescent City High School}.

Social Media – YouTube
- In January, no new videos were uploaded; our channel had a total of 228,760 impressions, 37 new subscribers (11 in December), 19,437 views (7% increase) for a total of 1,232 hours, and 11,471 unique viewers (8% increase). \textit{The Wizard of Oz} had 7,370 views.

Museum & Museum-Related Campus Tours
- Sixteen people visited the museum; two campus tours were provided.
The Florida Legislature has completed its fifth week of the 2020 Legislative Session. Both legislative houses have passed General Appropriations Bills for Fiscal Year 2020-21. Proposed funding by both houses for the Florida School for the Deaf and the Blind is mainly to continue the current level of operations and to provide agency requested fixed capital outlay for maintenance and repairs. New funding that also impacts FSDB is state employee raises and increased teacher and instructional staff compensation.

Senate proposal:
- $54.3 million ($49.6 million General Revenue, $4.7 million Trust Funds)
- $5.3 million from the PECO Trust Fund for repairs and maintenance
- State employees pay 3 percent increase effective July 1, 2020
- Teachers and instructional personnel salary increase.

House Proposal:
- $54.4 million ($49.8 million General Revenue, $4.6 million Trust Funds)
- $5.3 million from the PECO Trust Fund for repairs and maintenance
- State employees pay providing $1,800 to all employees under $50,000 as a competitive pay adjustment and for those above $50,000 but under $51,800 the amount needed to rise to $51,800. No increases for those making above $51,800.
- $235,400 Salary Enhancement Supplement for teachers and other instructional personnel (this amount is included in the total GR above)

Next Action:
Both legislative houses will refuse each other’s appropriation bills and appoint conference committees to negotiate a proposed budget and relevant bills implementing it. The meeting dates and conferees appointed by each house to the conference committee are expected to be made by February 21. These meetings are expected to be held during the day, evening and weekend of both the following weeks.

The final day for the conference report to be submitted to the respective full houses is Wednesday, March 11 in order to pass in time for the completion of the regular 2020 Session scheduled for March 13.

Submitted by:
Patsy Eccles
Legislative Specialist
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
Board of Trustees Meeting

SUBJECT: Surplus Property

PROPOSED BOARD ACTION

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

Attachment: Surplus Property List

Presenter/Department: John Wester, Comptroller
Mrs. Julia Mintzer  
Administrator of Business Services  

February 6, 2020  

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.  

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<th>FSDB #</th>
<th>DESCRIPTION</th>
<th>AGE</th>
<th>ACQ. COST</th>
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<tbody>
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<tr>
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<td>IMAC 21.5&quot;</td>
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Review Board:  

_______________________________________  
Susan Bright  
Director of Purchasing  

_______________________________________  
Shelley Ardis  
Administrator of Outreach and Technology Services  

_______________________________________  
Corbett Owens  
IT Project Manager
Florida School for the Deaf and the Blind Campus Police Manual

Pursuant to s. 1002.36(8)(f), F.S., this FSDB Campus Police Manual guides the actions of Campus Police Department (Department) employees handling routine and emergency operations on the FSDB campus. This manual does not address every possible situation. 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” indicate a preferred action/statement.

Each employee is responsible for reading and understanding the contents of the FSDB Campus Police Manual. Employees are responsible for meeting with their supervisors if they need clarification with any portion of this manual.

This manual is written in the best interest of the FSDB Campus Police and shall be implemented pursuant to the manual’s terms, with discretionary determinations made in the reasonable judgment of the Campus Police Department Chief (Chief) as constrained by s. 1002.36(8)(f), F.S., and r. 6D-12.003, F.A.C.

Written Directives
The Department shall convey internal policy guidance to its personnel through written internal policy directives, which shall be consistent with this manual.

Mission and Authority
The Department shall ensure that its employees are fully acquainted with the responsibilities and the commensurate authority conveyed upon the Department by s. 1002.36(8), F.S.

Code of Conduct
All School Law Enforcement Officers (LEOs), prior to assignment, shall take and subsequently abide by an oath of office, to abide by s. 1002.36(8), F.S., r. 6D-12.003, F.A.C., and uphold the Constitutions of the United States and the State of Florida.

The Department shall provide LEOs with a Code of Ethics to assist them in making ethical decisions and judgments during their law enforcement career.

The Department shall ensure that each employee is fully cognizant of that employee’s obligations to the Department, to the profession in which the employee has elected to serve, and to the citizens of the State of Florida. Standards delineated herein will govern the activities of members of the Department, both on and off-duty.

Organizational Structure
The Department shall implement measures that will ensure that all employees are fully acquainted with their duties and obligations and with the administrative structure which has been established to support those activities.
**Personnel Issues**
The Department shall allow employees to engage in approved outside employment that does not conflict with the employee’s primary employment duties and responsibilities with the Department.

The Department shall provide guidance in matters of duty and leave, and to implement procedures for all employees, while balancing the needs with the overall mission of the Department.

The Department shall take all steps necessary to reduce the incidence and severity of domestic violence, protect victims of domestic violence, provide them with support through a combination of law enforcement and community services, promote officer safety by ensuring that LEOs are fully prepared to respond to and effectively deal with domestic violence calls for service, and protect citizens from the tragedy of domestic violence. Allegations of domestic violence made against employees of the Department will be subject to criminal and administrative investigations and if proved true, shall result in disciplinary action, up to and including dismissal, as well as criminal prosecution.

The Department shall maintain and rely upon an effective complaint resolution procedure to actively seek feedback regarding employee adherence to recognized standards of professional and individual conduct. Violations of this policy or other Department directives will be grounds for initiating disciplinary procedures. Complaints involving employees will be thoroughly reviewed and investigated as appropriate.

The Department shall maintain an efficient and effective work force by selecting capable, qualified applicants through a fair, nondiscriminatory selection process. All elements of the selection process will be administered, scored and evaluated in a uniform manner.

**Uniforms and Equipment**
LEOs shall enhance the Department’s public image by maintaining a professional appearance.

The Department shall issue an official police identification card to each active and retired LEO.

**Use of Force and Weapons**
Department LEOs shall comply with directives and the Florida Statutes which outline the parameters for justifiable use of force and deadly force.

The Department shall provide regular training in firearm safety, shooting and require its LEOs to demonstrate proficiency in the use of firearms.

The Department shall provide procedures relating to the issuance, care, and use of specialized weaponry.
**Arrest**
The Department shall comply with the jurisdictional authority, duties, functions and powers of LEOs of the Department and outline arrest procedures, consistent with s. 1002.36(8), F.S., and r. 6D-12.003, F.A.C.

The Department shall maintain a diversionary program with immediate consequences for juveniles who commit non-serious delinquent acts, diminishing the time between the offense and the appropriate punishment. The program shall be designed to provide consequences for the juvenile without creating a criminal history.

The Department shall provide diversion for an offending juvenile from criminal prosecution with the first-time low-level offense of sexting using an approved civil penalty.

**Evidence and Property**
The Department shall properly collect, inventory, preserve, document, transport, store, and dispose of physical evidence and non-evidentiary property in a standard and consistent manner.

The Department shall ensure the provisions of the Florida Contraband Forfeiture Act, ss. 932.701 – 932.7062, F.S., incorporated by reference herein, and available at [http://to be filled in], shall be used to deter and prevent the continued use of contraband articles for criminal purposes while protecting the proprietary interests of innocent owners and lienholders.

**Reports and Records**
The Department shall establish administrative and management control procedures, within statutory guidelines and state records retention schedules, for orderly retention and disposition of documents considered public records, consistent with s. 119.07, F.S., incorporated by referenced herein, and available at [http://to be filled in].

**Communications**
The Department shall staff the Communications Center 24/7 with two-way radio capability, providing continuous communications between the Communications Center and LEOs on duty and satisfying the immediate informational needs of the FSDB community for routine activities and emergencies.

**Media Relations**
The Department, in collaboration with the FSDB Executive Director of Communications and Public Relations and the FSDB Public Information Officer, shall cooperate fully and impartially with authorized news media representatives in their efforts to gather factual, public information pertaining to activities of the Department, if these activities do not unduly interfere with Department operations, infringe upon individual rights, or violate law. The Department shall respond appropriately and in a timely manner to public records requests.
**Operational Procedures**

The Department shall establish duties and procedures for LEOs on patrol, including the response to calls for service.

The Department shall respond to and investigate traffic crashes that occur within the FSDB campus and render first aid to any injured persons.

The Department shall assist motorists and conduct manual traffic control utilizing hand signals when circumstances may dictate.

The Department shall enforce FSDB traffic and parking rules and regulations, as well as aiding motorists appearing to need assistance.

LEOs will only use driving tactics consistent with safe vehicle operation when performing vehicle pursuits, traffic stops, and emergency responses.

The Department shall provide procedures for the towing and impoundment of vehicles.

The Department shall ensure that Department vehicles are always equipped and capable of performing in law enforcement responses and to ensure that Department vehicles are properly maintained and operated in a responsible manner.

The Department shall utilize and maintain specialized equipment that is necessary to carry out the Department's duties and responsibilities.

The Department shall maintain compliance with the Americans with Disabilities Act regulations at 28 CFR s. 35.160, incorporated by reference herein, and available at [http:// to be filled in], to provide access to effective communications for deaf/hard-of-hearing persons in all criminal investigations and/or official proceedings.

The Department shall provide crime prevention strategies to ensure a reasonably safe environment for school staff, students, and visitors. This will be accomplished by employing LEOs who are certified Florida Crime Prevention Practitioners and Crime Prevention Through Environmental Design (CPTED) Practitioners and have CPTED for Schools training, all consistent with s. 163.503(6), F.S., incorporated by reference herein, and available at [http:// to be filled in].

The Department shall provide fingerprinting services for the school’s Human Resources Department and maintain compliance with the state legislatively mandated, Jessica Lunsford Act with regards to noninstructional contractors, as mandated by s. 1012.465, F.S., incorporated by reference herein, and available at [http:// to be filled in], s. 1012.467, F.S., incorporated by referenced herein, and available at [http:// to be filled in], and s. 1012.468, F.S., incorporated by reference herein, and available at [http:// to be filled in].
The Department shall control the access of all persons and vehicles attempting to enter campus. The Department shall maintain a written log of all subpoenas received and ensure that employees comply with subpoena instructions.

The Department shall respond to and investigate all student self-harm threats reported to the Department occurring on-campus.

The Department shall ensure that the Department’s personnel are properly trained, equipped, and capable of rapidly responding to any active shooter situations occurring on campus.

The Department shall ensure its personnel are properly trained and capable of rapidly responding to an emergency lockdown on campus.

The Department shall ensure that the Department’s personnel are properly trained and capable of monitoring, identifying, and rapidly responding to all fire alarms on campus.

The Department shall regard all threats of a bomb, improvised explosive device (IED), weapon of mass destruction (WMD), or chemical, biological, radiological, nuclear, and explosive materials (CBRNE), as valid until and unless proven otherwise.

The Department shall ensure that its personnel are properly trained and capable of monitoring, identifying, and rapidly responding to all reports/alarms of suspected and/or confirmed carbon monoxide and natural gas leaks.

The Department shall receive and respond to all bank alarms on campus utilizing proper tactics to preserve life and property.

**Investigations**

The Department shall apply proactive investigative methods, when possible, and fully investigate reported crimes to the extent necessary to support prosecution, or to otherwise resolve a case.

The Department shall investigate all reports of criminal activity on FSDB property and to protect the rights of victims during criminal investigations.

The Department shall ensure the investigative procedures of sex offenses are thorough and consistent to promote successful investigations, while ensuring the victims are afforded sensitivity and protecting their rights.

The Department shall investigate all reports of complaints against department personnel and especially those of law enforcement misconduct made against LEOs, while ensuring their rights are protected in accordance with statute, and procedures are followed in accordance with current State of Florida bargaining unit contracts.
The Department shall thoroughly investigate reports of all missing children and regard every child reported as missing as “at-risk” until significant information to the contrary is confirmed.

The Department shall maintain standardized procedures for the creation, composition, and utilization of a consistent, non-influential method of a photo array lineup.

All employees are mandatory reporters of known or suspected child abuse and child sexual abuse. This includes caregiver and non-caregiver abuses.

The Department shall fully investigate any death that occurs on campus.

**Criminal Justice Information Services**

All employees using the Florida Crime Information Center (FCIC) computer terminals shall comply with federal law, state law, and the policies and procedures set forth by FCIC, National Crime Information Center (NCIC), Florida Department of Law Enforcement (FDLE), and the Department.

Each FCIC NCIC entry shall be reviewed and compared to the original report to ensure that it is accurate, up-to-date, and complete, as well as an active case as required by the FDLE.

All employees designated as active users accessing the Driver and Vehicle Information Database (DAVID) shall comply with federal law, state law, the policies and procedures set forth by the Florida Department of Highway Safety and Motor Vehicles (DHSMV) and the Department.

The Federal Bureau of Investigation (FBI) Criminal Justice Information System (CJIS) Security Policy is the minimum standard and the sole security policy for the Department.

The Department shall manage information system accounts, including establishing, activating, modifying, reviewing, disabling, and removing accounts.

The standards set forth in this section apply to all employees, contractors, vendors and agents with a Department owned or personally-owned computer or workstation used to connect to the Department’s network. This requirement also applies to remote access connections used to perform work on behalf of the Department, including reading or sending email and viewing intranet web resources.

The Department adopts the FBI’s CJIS Security Policy Manual, incorporated by reference herein, and available at [http:// to be filled in], as the Physical Protection policy for Department personnel, support personnel, and private contractor/vendors with access to Criminal Justice Information (CJI) whether logically or physically.

The Department shall protect CJI transmissions and secure the Department’s virtual environment. The Department shall adhere to the standards set forth by the FBI CJIS Security Policy Manual.
The Department shall establish considerations and requirements for mobile devices including smartphones and tablets.

The Department shall apply all standards in this section to Department personnel, support personnel, and/or private contractors/vendors who are authorized to use personally owned devices to connect to any physical, logical, and/or electronic premise of the Department to access, process, store, and/or transmit CJI. This also includes any private contractors/vendors who will conduct maintenance on any network device that processes, stores, and/or transmits FBI CJI.

Any FBI CJIS provided data maintained by an agency, including but not limited to, education, financial transactions, medical history, and criminal or employment history may include personally identifiable information (PII). PII shall be extracted from CJI for the purpose of official business only.

Controls implemented to protect electronic and physical media containing CJI while at rest, stored, actively being accessed or physically moved from a secure location from the Department. Transporting of CJI outside the Department’s assigned physically secure areas must be monitored and controlled.

The Department shall promptly report information security events and weaknesses associated with information systems shall be communicated in a timely manner to appropriate authorities with formal event reporting and escalation procedures in place.

Access and account privileges for all CJI accounts shall be commensurate with job functions, need-to-know, and employment status on systems that contain CJI.

Advanced Authentication (AA) shall not be required for users requesting access to CJI from within the perimeter of a physically secure location when the technical security controls have been met or when the user has no ability to conduct transactional activities on state and national repositories, applications, or services. Conversely, if the technical security controls have not been met, AA shall be required even if the request for CJI originates from within the physically secure location. The requirement to use or not use AA is dependent upon the physical, personnel, and technical security controls associated with the user location and whether CJI is accessed directly or indirectly is determined by the CJIS Systems Officer (CSO).

All employees accessing CJI shall have their identity authenticated at the Department, CJIS System Agency State Identification Bureau (CSA SIB) or Channeled level.

Any electronic or physical media containing FBI CJI shall be protected while being stored, accessed or physically moved from a secure location from the Department.
The Department shall protect sensitive and classified information regarded as CJI which may put employees, the Department and the FBI at risk of disposing of media in accordance with the FBI’s CJIS Security Policy.

**Training**
The Department shall enhance the basic knowledge, skills, and abilities of all its employees as it relates to each of their jobs. Department employees shall be provided the necessary training to ensure their ability to perform effectively in the job classification that they hold.

The Department shall enhance the basic law enforcement knowledge and skills of recruit LEOs.

**Autism**
Interviewing LEOs shall, upon the request of an individual diagnosed with autism or an autism spectrum disorder or individual’s parent or guardian, make a good faith effort to ensure that a professional who is experienced with persons having autism is present at all interviews of the individual.

**Statement of Acknowledgement**
I have read the Florida School for the Deaf and the Blind Campus Police Manual. I understand the contents, and I have had the opportunity to ask any questions I have about them with my supervisor.

_____________________________________________
EMPLOYEE SIGNATURE

_____________________________________________
EMPLOYEE PRINTED NAME

_____________________________________________
DATE
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<tr>
<th></th>
<th>Aug 19</th>
<th>Sept 19</th>
<th>Oct 19</th>
<th>Nov 19</th>
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<td>(<strong>Total includes all students that were assessed in the ACU clinic as a &quot;Walk-ins&quot;, &quot;Scheduled Appts.&quot; Physicals, &quot;Vision Screenings&quot;, and &quot;Miscellaneous.&quot;)</strong></td>
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<td>(<strong>ER visits, Opthalmology, Home)</strong></td>
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<th>Nov 19</th>
<th>Dec 19</th>
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<td>39</td>
<td>31</td>
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Food Service

- I am excited to tell everyone that we in Food service applied for a "celebration" visit from Chef Paula, who is the National School Lunch Program and School Breakfast Program traveling instructional chef. She loves to bring props and fun activities to help kids learn and understand the importance of healthy meals as well as helping us have qualified meals. Each year they pick from all the applicants and visit about 4 - 5 schools from Florida during the week dedicated to National School Breakfast.
- The theme of National Breakfast Week this year is "Out of this World" and we as a school have been selected out of many districts who applied to receive the celebration. Chef Paula and her Assistant, as well as possibly others from USDA will travel from Tallahassee to "throw us a party". We have chosen to host it at Memorial because of the size and space to allow more students...and during the lunch serving times to allow all students the ability to participate on March 6 (Elementary, Middle, High A/B) so they can eat lunch and party a little.
- Chef Paula is bringing the stationary smoothie maker bike and DJ music, character costume, photo props and everything for a fun time. (we will modify our menu that day to make this work and speed up the process of serving) The date has been set for March 6 and will have multiple segments from 10:30 - 1:45 to accommodate meal service times.

Psychology

- Dan Binder, DES psychologist, gave a presentation on Thursday morning, January 23rd, 2020, to the parents of FSDB toddlers about the dangers of excessive screen time use as it relates to the development of children. Guidelines were shared with parents based on specific age ranges, and a positive discussion was had by the group about various ways they could work to reduce excessive screen time use from their children.

Speech Pathology & Audiology

- Sharon Griffiths (speech teacher) has started using Experience Notebooks with some of her DES students and the response has been positive! Parents and their children capture the everyday experiences that are important to the child. The family writes a few sentences about a movie or TV show that they watched, a family activity, something special about their pet, etc. They can even include pictures and items if they choose. This activity is a great starting point to work on vocabulary and communication skills through guided conversations and modeling language.
- Mary Hanson (SLP) and her BMS students will present information to BES students about Cinderella or La Cenerentola as it is written in Italian. The presentation will occur in the library and is part of Literacy Week activities. The students enjoy this fun activity as a way of improving their vocabulary and language skills!
- In the Deaf High School, several our students are reporting that they benefit from working on vowel/syllable concepts both for reading, and among students who use spoken language, for improved articulation. Speech-language pathologist (SLP) Sally Satin has
developed a five-step method that students can use to help break down words. Both Miss Satin and SLP Annie Cruze sometimes include students’ high frequency word lists as part of this process.

- Annie Cruze has adapted an attributes chart from an outdated assessment and is using picture supports to scaffold DHS students’ expressive language skills. The attributes chart is used to help organize their thoughts while analyzing common everyday items. For example, students are shown a picture of a laptop and then use the chart to analyze its critical features such as category, function, and parts. Using and organizing language to analyze well-known items provides the foundation for the same critical thinking processes during higher-level academic tasks.

- Rosemary Brigham (SLP) in DES has received another ACE Award for Continuing Education from the American Speech Language Hearing Association. This honor is a formal recognition of professionals who have demonstrated their commitment to lifelong learning by earning 7.0 ASHA continuing education units (equivalent to 70 contact hours) within a 36-month period. Congratulations, Rosemary!

Stan Gustetic
Administrator Allied Health Services
Boarding Program

February 28, 2020

Apartment Program

- Every Sunday, Monday, and occasionally on Tuesday, our Apartment students practice their life skills. Meal plans are created a week before going shopping. After the weekend, the students return to campus prepared to go shopping for their Apartment. Every so often, the students ask to travel off-campus to nearby restaurants or Walgreens to pick-up personal items outside of their grocery list.
- One of the big highlights this month was the Superbowl Social held in Bloxham Hall. The students enjoyed the game, food, and friends. Everyone cheered for their favorite team while socializing with friends and staff.
- We have taken trips to the Epic Movie Theater here in St. Augustine, and several students have signed up to attend the Ice Man show in Jacksonville.
- We celebrated several birthdays in January and had a party for each student. Each celebrated according to how they wanted to spend their birthday (for example one was a pizza party, and some just wanted a cake with friends and family). We have had parents order food to be delivered, and we have also assisted with other students that did not have the financial means. Overall, we made sure the students felt at home and enjoyed it.
- The students also continued to show support to the wrestling, goalball, soccer, and basketball teams. We have several of our students looking forward to the upcoming track season.
- We are continuing to teach/ re-teach the basic life skills of managing a household through daily duties, doing laundry, planning and preparing meals, and other essential household duties in order to prepare for a lifetime of success and to be more independent.
- Students have been discussing their strengths, weaknesses, and interests as well as comparing different careers that coincide with those attributes. This Thursday is the pageant "A Radiant Night." Our students are excited about the possibilities of this event.

Blind Department

Kramer Hall

- The Kramer kids enjoyed the month of January. We Played "Dorm Feud," our version of Family Feud. The winning team got to pick their favorite snack and drink.
- We had our monthly movie night with drinks and popcorn. We played team games outside; the students got into groups and did different sports activities.
- We also celebrated January birthdays by baking a cake and singing Happy Birthday.

Cary White

- All of the pods walked to Dunkin Donuts and Subway. They used their O&M skills to navigate the sidewalks. The students used some of their curriculum skills for public behaviors in restaurants. All had a good time.
- At the Super Bowl party, we had pizza and cupcakes. The kids enjoyed the game and had a dance party at half time. It was entertaining to see how skilled the kids are at dancing.
Koger Hall

- One of our students, on her own, planned an outing for Taking The Lead and carried out her plan despite her fears of talking to strangers. The staff member was delighted to see her confidence, and when the staff said, "You can; do it now," the student went and talked to the Publix service clerk to ask for the help she needed. She planned to pick out flowers and cookies to deliver to a small local nursing home. She had faced new challenges and overcome those fears. When they arrived at the Loving Care Living Facility, the student again went into a fear mode, but the staff assured her it was ok. As they entered the home, the resident nurse was warm and welcoming and introduced them to the residents. The student lovingly gave each resident a rose and told them they had cookies for them. Upon leaving, the student was so pleased with herself that she felt like crying, tears of joy. She has also said she was looking forward to returning!

- We held our annual get together for the Grammys. This year we decorated and had photo backdrops for some cool photo selfies. The girls had a great time guessing the winners and singing along (loudly) with the songs.

- Superbowl Sunday, we made personal pizzas and parfaits to enjoy as we watched the commercials and the halftime show!

MacWilliams Hall

- Punxsutawney Phil says it is going to be an early Spring, January seems to have just flown by, and already the students are abuzz about the approach of Spring. The return from Winter break signals the end of the 1st semester, the middle of the school year, or as the students see it, the halfway point until summer vacation.

- For a few of the juniors, their hard work over the last quarter paid off, and they joined many of their peers on the Honor Level of the Junior Apartment Program. Additionally, in the Junior Apartment Program, there is a noticeable change to the dinner menus as the year advances. We also see the mastery of skills in the kitchen and with that comes more complexities in some of the meals they prepare.

- For the sophomores, Mr. Baker had another round of curriculum in the kitchen with having the students exercise their food handling, preparation, and cooking skills. This part of the curriculum is helping many of them develop skills that they may not have or need to practice. We hope that this will be beneficial to them as they transition into the Junior Apartment Program next year.

- The freshmen have been a rather quiet group for the start of this year. They are doing great as the smallest and youngest of all the students in the dorm. As we move forward through the year, it is noticeable that they are coming into their own and maturing in their role and taking on their responsibilities more independently. It is exciting to watch the students transition as they move from being the "followers" who need to be reminded by the staff of their responsibilities to realizing they are the future leaders and examples to the incoming students.

- As we move forward into February, we are taking on a large Community Service Project with the young ladies of Koger Hall and the entire Blind High School. Hopefully, everyone on campus will support our cause. We will be taking donations of pet food and pet items to benefit the St. Augustine Humane Society.
Deaf Department Elementary and Middle School

Vaill Hall
- January was a very busy month for Vaill Hall. For community service, we focused on showing gratitude to our campus police. The students took them donuts and signed a thank you card, thanking them for protecting our campus.
- Staff member, Margret Dixon's parents bought Red train tickets, for all of our elementary kids and staff, to see the Nights of Lights. The students and staff had a great time even though it was very cold on the night of the event.
- Our students go to D&B Designs every Tuesday so the kids can make T-shirts. We are very proud of our Vaill Hall students’ behavior. Any time we take them out in public, they are always polite and respectful, saying “Thank You” to someone.

Gregg Hall
- The middle school girls were very excited to be back in the dormitory to see their friends after two weeks of the holiday break. The first few days back, the staff explained the dorm expectations and went over the duties required of the students. Staff also reviewed the level system and talked about how it related to cooperation, responsibility, and respect.
- During January, the middle school girls' curriculum focused on gaining knowledge of the law and making adequate decisions. Students participated in a workshop presented by the FSDB Police. The officer gave a presentation on the legal and possible consequences of violating laws, as well as the social consequences of making inappropriate decisions.
- The Gregg Hall curriculum also focused on gaining knowledge of community resources. The students went off campus to observe and learn about the community. We explained where they could go for support outside of the school, such as the St. Johns County Fire Rescue, Sheriff's Office, and the St. Johns Country Public Library System. They also participated in a recreation activity outside of the home by going to a movie, Subway, and Dunkin’ Donuts. We explained the importance of road safety rules and being safe.
- In February, the Gregg Hall students will have a Super Bowl party with the middle school boys. We will be providing pizza, wings, and ice cream. They are very excited about it.
- The high school department has set up a mentoring program for the girls. It will be like a “Big Sisters” program. The high school girls who are in honor dorm, will come to Gregg Hall and meet with some of the girls to help them with homework, cleaning their room, and a few other things. The girls are looking forward to hanging out with the older students.

McLane Hall
- Two new students joined McLane Hall this January. Staff and students welcomed the boys into the dorm and taught them about CR2 behavior. Many of the students were cooperative by teaching the new students the dormitory rules and helping them get familiar with the dorm.
- McLane Hall had a birthday party for one of the students. The boys signed Happy Birthday, made a big card, and everyone enjoyed having ice cream in honor of the birthday boy. The students showed excellent socialization skills and were responsible for helping the staff clean up after the party.
- The staff has been teaching students how to make Papier-Mache crafts in the dorm. The students are using their imagination, and making different crafts, showing independent creativity. The boys are respectful by praising the work of their peers.
- The staff has been rewarding students with hot chocolate and hot tea for good behavior.
Students that show Respect, Responsibility, and Cooperation can get hot tea, or hot chocolate, which is perfect for the cool weather.

- Staff met with students before a field trip to go over the expected CR2 behavior while off-campus. The students were able to explain the rules and give examples. While on the trip, the boys showed excellent CR2 behavior.

### Deaf Department High School

#### James Hall

- This month the girls have been learning about and focusing on proper listening and responding techniques. We feel the girls will benefit from learning how to listen and respond in situations appropriately. James Hall also focused on identifying ways for the girls to cope with their emotions. We feel this will be an excellent tool for them as they grow into young ladies.
- For community service during December, the James Hall students made Christmas cards for two different nursing homes. They colored Christmas cards and wrote positive messages on them. James Hall also had four students volunteer to help the elementary students decorate Christmas cookies and make gingerbread houses. The girls enjoyed working with the elderly and the elementary kids and making them smile.
- The staff continued to hand out Positive Behavior tickets for use in our Dorm’s PBS store. The girls in James Hall enjoyed the holidays. The students decorated the dorm for the holidays to make it feel more like home. They also made Christmas cookies from scratch and enjoyed eating them.
- The James Hall students are planning our Superbowl party. The students decided they want to eat pizza and chicken wings.

#### Rhyne Hall

- After Winter Break, the students were very excited to return to the dorm with all the new gifts they got for Christmas. They enjoyed catching up with their friends.
- The Rhyne Hall boys were very excited to go on a recreational trip to the movies. Many students bought a movie ticket and brought extra money for candy, soda, and popcorn.
- For the Rhyne Hall PBiS store, we purchased snacks, drinks, and phone chargers. The phone charger was the most popular item in our PBiS store, and they only lasted two weeks. We are using PBiS to help develop the students into mature, independent young men.
- This month in Rhyne Hall, our community services focused on cleaning up the campus. The students enjoyed this because they liked to go outdoors for some fresh air. We are also planning a party for our Big Brothers mentorship program with the middle school students. During this party, they will grill hamburgers and watch a movie at either McLane or Rhyne Hall.
- For the curriculum, the staff is teaching the students how to apply for a job. The students had to fill out an application and participate in a fake interview. This will be a useful skill to help the students achieve independence.

### 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:**

**8.34.1- List leisure activities.**

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

- 01/06/20: *Swimming* at the Pool.
- 01/07/20: *Bowling and Games* at the Canteen.
- 01/08/20: *Scattagories* at Cary White.
- 01/09/20: *Soccer* at Gore Field.
- 01/13/20: *Swimming* at the Pool.
- 01/14/20: *Bowling and Games* at the Canteen.
- 01/15/20: *Family Feud* at Cary White.
- 01/16/20: *Off-Campus Walk* to Dunkin’ Donuts.
- 01/21/20: *Bowling and Games* at the Canteen.
- 01/22/20: *Speed Stack* at Cary White Dorm.
- 01/23/20: *Freeze Dance* at the Canteen.
- 01/27/20: *Swimming* at the Pool.
- 01/28/20: *Bowling and Games* at the Canteen.
- 01/30/20: *Open Gym* at Copeland Gym.
- 02/03/20: *Just Dance Switch Video Game* at the Canteen.
- 02/04/20: *Valentine Movie* at Kirk Auditorium.
- 02/05/20: *Swimming* at the Pool.
- 02/06/20: *Youth League Basketball Tryouts* at Knowles Hall Gym and Settles Gym.

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

- 01/06/20: *Outside Play* at Kramer Playground.
- 01/07/20: *Bowling and Games* at the Canteen.
- 01/08/20: *Swimming* at the Pool.
- 01/09/20: *Soccer* at Gore Field.
- 01/13/20: *Field Day Games* at Gore Field.
- 01/14/20: *Bowling and Games* at the Canteen.
- 01/15/20: *Swimming* at the Pool.
- 01/16/20: *ASL Games* at Kirk Auditorium.
- 01/21/20: *Marshmallow Construction* at the Canteen.
- 01/22/20: *Swimming* at the Pool.
- 01/23/20: *Off-Campus Walk* to Dunkin’ Donuts.
- 01/27/20: *Walk the Track* at Usina Football Field.
- 01/28/20: *Bowling and Games* at the Dragon’s Lair.
- 01/29/20: *Swimming* at the Pool.
- 01/30/20: *Open Gym* at Copeland Gym.
- 02/03/20: *Just Dance Switch Video Game* at the Canteen.
- 02/04/20: *Valentine Movie* at Kirk Auditorium.
- 02/05/20: *Swimming* at the Pool.
- 02/06/20: *Youth League Basketball Tryouts* at Knowles Hall Gym and Settles Gym.

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

- 01/06/20: *Soccer* at Gore Field.
- 01/07/20: *Bowling and Games* at the Dragon’s Lair.
- 01/08/20: *Swimming* at the Pool.
• 01/09/20: Spoons Game at the Treehouse.
• 01/13/20: Field Day Games at Gore Field.
• 01/14/20: Bowling and Games at the Canteen.
• 01/15/20: Swimming at the Pool.
• 01/16/20: ASL Games in Kirk Auditorium.
• 01/21/20: Bowling and Games at the Dragon’s Lair.
• 01/22/20: Swimming at the Pool.
• 01/23/20: Scattagories at the Treehouse.
• 01/27/20: Walk the Track at Usina Football Field.
• 01/28/20: Marshmallow Construction at the Canteen.
• 01/29/20: Swimming at the Pool.
• 01/30/20: Off-Campus Walk to Dunkin’ Donuts.
• 02/03/20: Just Dance Switch Video Game at the Copeland Lobby.
• 02/04/20: Valentine Movie at Kirk Auditorium.
• 02/05/20: Swimming at the Pool.
• 02/06/20: Youth League Basketball Tryouts at Knowles Hall Gym and Settles Gym.

Middle School Activities:

8.34.3- Develop an individual plan of leisure activites.

Blind MS (6-8)-
• 01/06/20: Swimming at the Pool.
• 01/07/20: Bowling and Games at the Canteen.
• 01/08/20: Arts & Crafts in the Cary White.
• 01/09/20: Games on the Football Field and Walk the Track at Usina Football Field.
• 01/13/20: Swimming at the Pool.
• 01/14/20: Bowling and Games at the Canteen.
• 01/15/20: Table Games at Cary White.
• 01/16/20: Under the Net Volleyball at Copeland Gym.
• 01/21/20: Movie Night at Epic Theater St Augustine.
• 01/22/20: Adult Coloring at Cary White.
• 01/23/20: Speed Stack at the Canteen.
• 01/27/20: Swimming at the Pool.
• 01/28/20: Bowling and Games at the Canteen.
• 01/29/20: Marshmallow Construction at Cary White.
• 01/30/20: Off-Campus Walk to Dunkin’ Donuts and Subway.
• 02/03/20: Yoga at Cary White.
• 02/04/20: Bowling and Games at the Canteen.
• 02/05/20: Rotate the Stations at Usina Football Field and Copeland Gym.
• 02/06/20: FSDB Pageant. (Postponed due to dangerous weather)

Deaf MS (6-8)-
• 01/06/20: Soccer at Usina Football Field.
• 01/07/20: Bowling and Games at the Dragon’s Lair.
• 01/08/20: Swimming at the Pool.
• 01/09/20: Games on the Football Field and Walk the Track at Usina Football Field.
• 01/13/20: Ultimate Frisbee at Usina Football Field.
• 01/14/20: Bowling and Games at the Dragon’s Lair.
• 01/15/20: Whiffle Ball at Knowles Hall Gym.
• 01/16/20: Soccer at Usina Football Field and Weight Room at the Copeland Weight Room.
• 01/21/20: Movie Night at Epic Theater St Augustine.
• 01/22/20: Swimming at the Pool.
• 01/23/20: Kickball at Settles Gym.
• 01/27/20: Off-Campus Walk to Dunkin’ Donuts and Subway.
• 01/28/20: Bowling and Games at the Dragon’s Lair.
• 01/29/20: Swimming at the Pool.
• 01/30/20: Table Games at Knowles Hall Gym.
• 02/03/20: Hot Shot and 4 Square at Knowles Hall Gym.
• 02/04/20: Bowling and Games at the Dragon’s Lair.
• 02/05/20: Rotate the Stations at Usina Football Field and Copeland Gym.
• 02/06/20: FSDB Pageant. (Postponed due to dangerous weather)

Both MS Groups (6-8)-
• Home Basketball Games at Settles Gym on 1/7, 1/8, 1/22, 1/30, 2/3 and 2/4.

High School and Apartment Program Activities:
8.37.1- Identify the financial considerations involved in planning a vacation.

HS & Apartments (K9-12 & Post-Secondary)
• 01/06/20:
  - Bowling at the Dragon’s Lair.
• 01/07/20:
  - Bowling and Games at the Canteen.
  - Weight Room at the Knowles Hall Weight Room.
  - Home Basketball Games at Settles Gym.
• 01/08/20:
  - Open Gym at Knowles Hall Gym.
  - Open Gym at Copeland Gym.
  - Home Basketball Game at Settles Gym.
• 01/09/20:
  - Games at Usina Football Field.
  - Walk the Track with Music at Usina Football Field.
  - Weight Room at the Copeland Weight Room.
• 01/13/20:
  - Bowling at the Dragon’s Lair.
  - Movie at Kirk Auditorium.
• 01/14/20:
  - Bowling at the Canteen.
  - Movie Night at Epic Theater St. Augustine.
• 01/15/20:
  - Open Gym at Copeland Gym.
  - Basketball at Settles Gym.
• 01/16/20:
- Soccer at Usina Football Field.
- Weight Room at the Copeland Weight Room.
- Under the Net Volleyball at Copeland Gym.

**01/21/20:**
- Bowling at the Dragon’s Lair.
- Weight Room at the Knowles Hall Weight Room.

**01/22/20:**
- Swimming at the Pool.
- Weight Room at the Knowles Hall Weight Room.
- Home Basketball Games at Settles Gym.

**01/23/20:**
- Speed Stack at Copeland Gym.
- Weight Room at the Knowles Hall Weight Room.
- Kickball at Settles Gym.

**01/27/20:**
- Bowling at the Dragon’s Lair.
- Movie at Kirk Auditorium.

**01/28/20:**
- Bowling and Games at the Canteen.
- Weight Room at the Knowles Hall Weight Room.

**01/29/20:**
- Yard Games at Usina Football Field.
- Walk the Track with Music at Usina Football Field.
- Weight Room at the Copeland Weight Room.

**01/30/20:**
- Arts and Crafts at Knowles Hall Gym.
- Table Games at Knowles Hall Gym.
- Home Basketball Games at Settles Gym.

**02/03/20:**
- Bowling at the Dragon’s Lair.
- Home Basketball Games at Settles Gym.

**02/04/20:**
- Bowling and Games at the Canteen.
- Just Dance Switch Video Game at the Copeland Lobby.
- Weight Room at the Knowles Hall Weight Room.
- Home Basketball Games at Settles Gym.

**02/05/20:**
- Yard Games at Usina Football Field.
- Just Dance Switch Video Games at Copeland Lobby.
- Off-Campus Shuttle to Bruster’s Ice Cream.

**02/06/20:**
- FSDB Pageant.

**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 participated in the following:
- **S.U.P.E.R-visor Updates & Training:**
  - *Supervisory Updates* forwarded on 01/05/2020 via the Fall 2019 to Spring 2020 BP Leadership Google Classroom-
    - Video from the Jeff Meir at That’s Easy Learning- *Are You Too Nice.*
    - Empathy Checklist from GovLoop- *Did You Exercise Empathy and Emotional Intelligence Today?*
- **Staff Workshops:** Spring 2020 Blind Department Professional Development Program:
  - 01/21/20: 12 Week Basic Orientation & Mobility with Cristina Sapp- FSDB Orientation & Mobility Specialist, begins for Boarding Program staff.
  - 01/21/20: 12 Week Braille I with Mary Bilancio-FSDB Blind Department Parent Advisor and State Trainer, begins for Boarding 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 - 12/20/19 to 02/06/20**
    - *Lesson#3: Cyberbullying.*
    - 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
- **January Training for 136 Staff via a Google Classroom- 01/21/20 to 01/28/20**
  - *Self-Determination, Self-Advocacy & Independence:* facilitated by Karen Kolckedy- FSDB Blind Department School Counselor and PBS District Coordinator.

Student Independent Living Skills (ILS) Workshops:

- 01/07/20: *Law Enforcement Workshop* for Gregg Hall, students, with FSDB Police Lt., Dexter Wimberly- Personal Behavior & Consequences.
- 01/07/20: *Apartment Living Group* for Collins House Deaf/HH Apartment students, with FSDB Clinical Social Worker, Michelle Dunn - *No objective provided by the facilitator.*
- 01/09/20: *Apartment Living Group* for Wartmann Hall, Blind/VI Apartment Program students, with FSDB School Guidance Counselor, Karen Kolckedy- *No objective provided by the facilitator.*
- 01/14/20: *Apartment Living Group* for Wartmann Hall Deaf/HH Apartment students, with FSDB Clinical Social Worker, Michelle Dunn - *No objective provided by the facilitator.*
- 01/16/20: *Apartment Living Group* for Koger Hall Blind/VI Apartment students, with FSDB School Guidance Counselor, Karen Kolckedy- *No objective provided by the facilitator.*
- 01/21/20: *Apartment Living Group* for Collins, Deaf/HH Apartment Program students, with FSDB Clinical Social Worker, Michelle Dunn- *No objective provided by the facilitator.*
• **01/22/20**: *Law Enforcement Workshop* for James Hall students with FSDB Lt. Dexter Wimberly - *Personal Behavior & Consequences.*

• **01/23/20**: *Apartment Living Group* for Wartmann Hall, Blind/VI Apartment Program students, with FSDB School Guidance Counselor, Karen Kolkedy - *No objective provided by the facilitator.*

• **01/28/20**: *Apartment Living Group* for Wartmann Hall Deaf/HH Apartment students, with FSDB Clinical Social Worker, Michelle Dunn - *No objective provided by the facilitator.*

• **02/04/20**: *Apartment Living Group* for Collins, Deaf/HH Apartment Program students, with FSDB Clinical Social Worker, Michelle Dunn - *No objective provided by the facilitator.*

• **02/05/20**: *Law Enforcement Workshop* for Kramer Hall students with FSDB Officer Shawn O’Brien - *Manners at School.*

**ILS Hour schedule** - 3rd Quarter of ILS Hour began on 01/20/20. It ended on 03/11/20 for elementary to high school dorms and 01/21/20 to 03/08/20 for Apartment Program dorms.

**Weekly Sessions: Elementary to High School Dorms:**

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

**Bi-Weekly Sessions: Apartment Dorms:**

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

Kathleen Grunder
Administrator of Residential Services
ACCOUNTING/BUDGETS & GRANTS
Submitted by John Wester, Comptroller and Alison Crozier, Director of Budgets and Grants

**Accounting**
Prompt Payment – Section 215.422, Florida Statutes, compliance (Prompt Payment of Vendor Invoices): For the quarter ended December 31, 2019, 99.93% of 1,336 invoices were paid in accordance with the statute (compliance minimum is 95%).

**Purchasing**
Tangible Personal Property Inventory – Rule 69I-72.006, Florida Administrative Code: The annual inventory of property is proceeding as planned.

ADVANCEMENT
Submitted by Tanya Rhodes, Executive Director of Advancement

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Year to date we are 30% or $333,042.00 behind of where we were January 2019 dollar wise.

Donors to FSDB help provide wonderful opportunities for our students! Assistive Technology is largely funded by private dollars. Teacher, DJ Prater, is the FSDB Assistive Technology Specialist.

FSDB Assistive Technology Specialist DaJuana "DJ" Prater is based in Gibbs Hall (Blind Department) but goes wherever she is needed. She got her start in engineering, then decided to enlist in the military, and finally ended up in the education field. Her students enjoy her patient expertise and legendary sense of humor. Prater's classroom in Bryant Hall contains many shelves of technical resources and a list of positive strategies for use in behavior management.

What brought you to FSDB?
We moved to St Johns County during the summer of 2000, and I applied for several positions within the county school system. It had been a few weeks, and I had not heard from any of the schools. There was a pre-kindergarten/kindergarten/first grade position open at FSDB, and I was encouraged to apply. I had primarily taught high school math, science, and varying exceptionalities, so I was a bit reluctant to apply. However, I took the chance. I was called for an interview and fell in love with the campus. It just felt like "home." The next day, I received calls...
from SJCS to come for interviews at two local high schools. I trusted that God had a plan for me to be here, and I accepted the position at FSDB. I loved every minute of working with my students. I worked in the Blind Elementary School for six years before moving to the Blind High School to teach technology, computer skills and digital media. We expanded the curriculum to include techniques for blind and visually impaired students to participate in digital photography and videography. Several of the students I worked with went on to win awards in the area of photography. From there, I was hired to be the assistive technology specialist.

What is the nature of your job?
I work with students and staff members in the Blind Elementary-Middle and High Schools. My duties include the following:

- Image computers for students in Grades 5-12 to include necessary accessibility software.

- Provide instruction to students and staff, both in groups and on a one-to-one basis using accessibility software and devices.

- Work with students and staff members on making current technologies and software accessible to blind visually impaired.

- Along with my assistant, we manage inventory of all student issued computers and assistive technology (AT) devices.

- Troubleshoot and make repairs on AT devices such as electronic magnifiers, CCTVs, refreshable braille displays, and some embossers.

- Drop-in to classes to provide AT support.

- Create training for various AT applications.

- Present at conferences as needed.

- Download audio and digital texts for students.

- Assist with preparation and administration of state assessments and progress monitoring assessments.

What is a typical day like for you?
My schedule varies greatly from day to day and depends on the issues that pop up as the day progresses. I start by checking emails to address any issues that require immediate attention. As issues arise throughout the day, teachers and students will contact me or come to my lab. I do my best to resolve issues as quickly as possible to avoid any interruption in instruction. My days also include working with students or staff members on AT applications or devices. I also stop in on two technology classes to provide support, as needed.
What is your favorite thing about your job?
I love my job and most things about it! I especially love working with the students. Technology can become a great "equalizer," both socially and academically, for blind and visually impaired students. I also really enjoy taking things apart and fixing them.

In your opinion, what should BVI students learn about technology at home before they get to school?
I think students should be exposed to technology just as their sighted peers are. I often see toddlers and young kids with tablets and phones, watching movies, and playing games. Blind and visually impaired students benefit from early exposure to technologies, including explicit instruction to develop early skills and confidence. Keyboard and gesture awareness are some of the vital skills that should be taught as early as possible.

What do you enjoy doing outside of the classroom?
I enjoy spending time with my family and going on as many adventures as we can. I also enjoy spending time with friends, watching football, dabbling in astronomy, and exploring new technologies.

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. FSDB has requested an anticipated date for the exit conference. That date has not yet been established. The Operational Audit was initiated on March 29, 2019.

Financial Audit
The Auditor General continues to conduct the financial statement audit. The FSDB Legislative Specialist is working through the legislative process to request the removal of this requirement for FSDB as we are included as a component unit in the State of Florida Comprehensive Annual Financial Report.

Internal Audit
On January 27, 2020, FSDB staff members and representatives from RSM met to further discuss the next steps in Continuity of Operations Planning. RSM continues to implement the Audit Plan as approved on September 27, 2019. Additionally, they are conducting follow-up procedures based on past audit reports. RSM will provide a comprehensive overview of their activity at the February 2020 Audit Committee meeting.

CRI has conducted their limited procedure engagements associated with student bank accounts and class/club accounts. They will review their reports with the Audit Committee at the February 2020 meeting.
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.

**Budget and Grants Office**

The Budget and Grants Office is led by Alison Crozier. The members of our team provide a variety of services including: Payroll, Compliance, Budget Management, and Grant Financial Reporting.

**Our Team:**

**Alison Crozier** joined FSDB in 2004 and serves as the Director of Budgets and Grants. Prior to her tenure at FSDB, Alison worked at the Florida Department of Education (FLDOE) and the St. Johns County School District. In addition to supervising Payroll and Compliance, she is responsible for implementing the operating budget, submitting the legislative budget request, and acts as the liaison with the Governor’s Office and FLDOE for budgetary matters.

**Janet Powell** joined FSDB in 2002 and has been serving as our Payroll Coordinator since 2012. Janet brings a wealth of knowledge to her position as she maintains the payroll information for full-time employees and Other Personal Services (OPS) employees. She provides guidance on attendance and leave procedures, audits payroll information, processes leave payouts, and is a liaison with the People First team in Tallahassee. Additionally, she maintains the account ledger for the Grants and Donations Trust fund.

**Alison Palmer** joined FSDB in April 2019 and serves as our Government Operations Consultant II. Alison’s experience as an analyst, auditor, and technical writer uniquely positions her to work with our stakeholders on compliance audits, developing financial procedure manuals, analyzing financial policies and procedures, maintaining the account ledger for the Federal Grants Trust fund, and grant financial reporting.

**Training and Quality Assurance (TQA)**

Did you know that in the **Training and Quality Assurance Department** we wear lots of hats? Not only do we develop, edit, record voice-over, and publish all of the Adobe Connect Trainings for your learning pleasure, we also are responsible for:

* The Welcome Back BBQ
* Coordinating training for Pre-Planning
* Scheduling and coordinating trainings throughout the year
* The Employee Recognition Program
* Employee Engagement and Climate Surveys
* The Developing Child Course
* Strategic Planning
* Tracking compliance training for all FSDB FTE staff members
* Quality Assurance Planning and Review
Those are just a few of our responsibilities! We love all of the hats that we wear and hope that we are able to meet your training needs.

We are available for teambuilding training, book studies...you name it....we do it! Please reach out to us if you have any questions or requests! It is our pleasure to serve you and our students!

Your TQA team:
Christy Slater, Director
Lori Hall, Coordinator of Staff Training
Zachary Lang, Research and Training Specialist

CAMPUS POLICE AND SCHOOL SAFETY
Submitted by Jerry Chandlee, Chief of Campus Police and David Moore, School Safety Specialist


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<td>EMBEZZLEMENT</td>
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<td>DESTRUCTION/DAMAGE/VANDALISM</td>
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<td>GAMBLING</td>
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</table>
Safe Schools Initiatives, David Moore – School Safety Specialist

FortifyFL instruction has been provided for all students. FortifyFL posters have been created, ordered, and received. The final stage of Braille application is in progress.

Staff members that are responsible for conducting threat assessments and engage in emergency management at FSDB have participated in Comprehensive School Threat Assessment Guideline (CSTAG) training. Additionally, these same staff members have completed a comprehensive training and review of the FSDB Threat Assessment Policy and associated forms.

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

During the month of January, the endowment decreased -$8,334.42 (-0.03%), while increasing +12.55% for the trailing 12 months with a closing portfolio value of $16,754,036.81. Dividends and interest income totaled +$27,531.59 and accrued interest decreased -$1,905.30. Additionally, $427,349.29 was deposited during the month. During the same period, the Benchmark decreased -0.04%, and increased +11.25% respectively. Furthermore, the S&P 500 decreased -0.04% and increased +21.68%, while the Barclays US AG Gov./CD Int. Bond Index increased +1.40% and +6.67% respectively.

This month I will highlight a well-known Wall Street market signal known as the January Barometer. The hypothesis claims that stock market performance in January predicts its performance for the rest of the year. During the month, a national hero died, an impeachment occurred that began with fury and is ending with a whimper, and a virus is causing a global shutdown and panic. The S&P 500 followed suit by going higher approximately 3% during the month before giving up all its gains and closing slightly lower (-.04%) by the end of the month. We begin February with the Iowa Caucus that will set the stage for nominating the Democratic Challenger to the upcoming Presidential Election. It’s only February and if you're like me, I sure am tired and looking forward to 2021! We expect the swings, or volatility to continue and recommend holding tight.

SAFETY AND FACILITIES OPERATIONS
Submitted by Joe Bruce, Executive Director of Safety and Facilities Operations

SAFETY/RISK MANAGEMENT
January 2019 Data

- Domestic Hot Water (Weekly)—No temperature greater than 110F.
  - Completed 148 of 148 tests with zero variations from the standard.
- Anti-Scald Valves (Monthly)—Completion of all scheduled testing.
  - Completed 21 of 23 tests 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)—Exercised all scheduled buildings in accordance with NFPA requirements; evacuated 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 18 of 23 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.

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

Training 2019-2020

Between January 24, 2020 and February 28, 2020, the Training and Quality Assurance Department facilitated 2 CPR classes, one Full CPI class, one CPI Refresher class, one QPR class, one Youth Mental Health First Aid class, and one Alert class.

The Winter session of The Developing Child course began January 30th and will conclude April 30th. The curriculum focuses on the diverse needs of students from age 5 to 22 as they progress through the boarding school environment. This class assists Boarding Instructors at FSDB in meeting the criteria to advance to Senior Boarding Instructor.

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, December and April.

<table>
<thead>
<tr>
<th><strong>MAP -- Reading</strong></th>
<th>2019-2020</th>
<th>2019-2020 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-12 Blind; K-12 Deaf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSDB Overall</td>
<td>58%</td>
<td>80%</td>
</tr>
<tr>
<td>Deaf Department</td>
<td>58%</td>
<td>78%</td>
</tr>
<tr>
<td>DES</td>
<td>75%</td>
<td>90%</td>
</tr>
<tr>
<td>DMS</td>
<td>56%</td>
<td>70%</td>
</tr>
<tr>
<td>DHS</td>
<td>53%</td>
<td>75%</td>
</tr>
<tr>
<td>Blind Department</td>
<td>58%</td>
<td>80%</td>
</tr>
<tr>
<td>BEMS</td>
<td>58%</td>
<td>86%</td>
</tr>
<tr>
<td>BHS</td>
<td>59%</td>
<td>69%</td>
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</table>

<table>
<thead>
<tr>
<th><strong>MAP -- Math</strong></th>
<th>2019-2020</th>
<th>2019-2020 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-12 Blind; K-12 Deaf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSDB Overall</td>
<td>67%</td>
<td>98%</td>
</tr>
<tr>
<td>Deaf Department</td>
<td>69%</td>
<td>90%</td>
</tr>
<tr>
<td>DES</td>
<td>84%</td>
<td>95%</td>
</tr>
<tr>
<td>DMS</td>
<td>68%</td>
<td>76%</td>
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<td>DHS</td>
<td>62%</td>
<td>93%</td>
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<tr>
<td>Blind Department</td>
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<td>85%</td>
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<tr>
<td>BEMS</td>
<td>71%</td>
<td>93%</td>
</tr>
<tr>
<td>BHS</td>
<td>51%</td>
<td>71%</td>
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</table>

<table>
<thead>
<tr>
<th><strong>MAP -- Language</strong></th>
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<th>2019-2020 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-12 Blind; K-12 Deaf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSDB Overall</td>
<td>64%</td>
<td>78%</td>
</tr>
<tr>
<td>Deaf Department</td>
<td>69%</td>
<td>75%</td>
</tr>
<tr>
<td>DES</td>
<td>74%</td>
<td>86%</td>
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<tr>
<td>DMS</td>
<td>60%</td>
<td>72%</td>
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<tr>
<td>DHS</td>
<td>57%</td>
<td>70%</td>
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<tr>
<td>Blind Department</td>
<td>66%</td>
<td>80%</td>
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<tr>
<td>BEMS</td>
<td>72%</td>
<td>81%</td>
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<tr>
<td>BHS</td>
<td>55%</td>
<td>77%</td>
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<table>
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<tr>
<th><strong>MAP -- Science</strong></th>
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<th>2019-2020 Goal</th>
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</thead>
<tbody>
<tr>
<td>3-9 Blind; 3-9 Deaf</td>
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<tr>
<td>FSDB Overall</td>
<td>54%</td>
<td>73%</td>
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<tr>
<td>Deaf Department</td>
<td>56%</td>
<td>75%</td>
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<td>DES</td>
<td>78%</td>
<td>85%</td>
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<tr>
<td>DMS</td>
<td>43%</td>
<td>62%</td>
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Support Services

<table>
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<th>Services as indicated by IEP</th>
<th>2019-2020 YTD</th>
<th>2019-2020 Goal</th>
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</thead>
<tbody>
<tr>
<td>% of Students attending Speech/Audiology as indicated by the IEP</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>% of Students attending Allied Health Counseling, provided by a Psychologist, as indicated on the IEP</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>% of Students attending OT/PT as indicated by the IEP</td>
<td>98%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Priority Goal 2: Staff Development Champion – Randi Mitchell

Priority Goal 2 continues to work on the short-term goals to support the overarching goal of ensuring staff members have the professional development and training needed to be successful in their position.

Instructional Services continues to maintain a Master Calendar for Certified Teachers to follow so they will be aware of the Professional Development Opportunities offered on campus. The Master Calendar can be found and subscribed to on the FSDB Professional Development Google Site and the Yammer Channel. 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. All grants professional development and in-school professional development hosted by the Specialists are on the Master Calendar. Instructional Services continues to work toward the goal of all trainers and specialists sharing their dates on the Master Calendar.
Technology Services and Instructional Services have dedicated the first Friday of every month for FSDB staff members to come to Kirk Auditorium from 2:30pm-3:30pm to learn the processes of using different O365 applications. Expert presenters are supporting these trainings and sharing how to use Outlook, Yammer, and Teams. In addition to these topics, Technology and Instructional Services are working together to host “Tech Tidbits” for educators to attend and learn how to implement technology into their classroom. Trainings are advertised on Yammer as well as in the Certified Staff Members and Learning O365 groups.

The Training and Quality Assurance Department, TQA, is in the process of launching the spring Adobe Connect Compliance courses. In addition, TQA has facilitated the training of two staff members to serve as Lifeguard trainers. These two staff members will work collaboratively with TQA to recertify and train our current lifeguards, as well as new lifeguard candidates.

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 the Boarding Program to have continuous professional development and an opportunity to interact with other Boarding Program staff members.

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

Information was shared related to enrollment and withdrawal counts during the January Enrollment and Outreach Committee Meeting as well as within the Board Report. There was a group of students who aged out and/or accepted their diploma after completing first semester. There has also been a steady number of newly enrolled students. We have maintained a count of more than 545 students at the start of the second semester.

Information is shared weekly with many campus teams. The Administrator of Instructional Services is investigating additional ways to view enrollment trends. The survey for the Admissions and File Review teams is being reviewed and prepared for distribution.

The summer camps application has been finalized and published on the FSDB website. It will be distributed through the BEESS Memo (Bureau of Exceptional Education and Student Services). This publication goes to school district Exceptional Student Education (ESE) Directors as well as other district leadership across the state.

**Enrollment Data:** Reflects data collected as of December 31, 2019

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>2019-2020</th>
<th>2019-2020 Goal</th>
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<tbody>
<tr>
<td>Peak Enrollment</td>
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<td>543</td>
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<tr>
<td>Intake Evaluations</td>
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<tr>
<td>Number Eligible</td>
<td>77</td>
<td>N/A</td>
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<tr>
<td>Number of Withdrawals</td>
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<tr>
<td>Number of Outreach Evaluations</td>
<td>8</td>
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Priority Goal 4: Digital Citizenship Champions—Shelley Ardis, Angela Saunders, Carol Bogue

Staff Professional Development modules with FortifyFL training are offered online and staff members are continuing to complete them. FortifyFL is available on all required technology systems. The Florida Department of Education social media monitoring tool has not yet been provided.

Internet and digital citizenship lessons in the Deaf Department have been occurring monthly. In Deaf Middle School, these lessons occur on Friday afternoons with grade level teams. These occur during Dragon Time (Study Hall) for high school and in the Learning Lab in Deaf Elementary.

Internet and digital citizenship lessons in the Blind Department have been occurring regularly. Each student in the Blind Middle School has an assistive technology class and the lessons occur within their assistive technology class. The lessons occur during special meeting times on Fridays in the Blind High School. The primary classroom teachers deliver the lessons in the Blind Elementary School.

During the January 17th Parent Engagement Workshop, the Office of the Attorney General presented “Staying Plugged In, Staying Connected and Staying Safe.” Eighteen parents attended the workshop.

Priority Goal 5: Stakeholder Relationships and Communication

Champions—Dr. Prickett/Nancy Bloch

External Stakeholder Relationship Building

Engagement with legislative personnel in Tallahassee is ongoing (continued meetings with House and Senate staff); justification provided for proposed increase in staff salaries and legislative changes in audit provisions. Tracking committee progress on legislative bills that have or may have an impact on FSDB. Maintain positive relationships with FLDOE personnel, including the Bureau of Exceptional Education and Student Services (BEESS), and district Exceptional Student Education (ESE) leadership.

At the recent Administrators’ Management Meeting conference, FSDB administrative and staff members learned timely and important information directly from FLDOE and networked with representatives of district ESE and student services programs, college and university training programs, special/discretionary projects personnel, and state agency programs.

Representation (co-chair) on the Florida State Advisory Committee (SAC) for the Education of Exceptional Students; the next state SAC next meeting will be held later this month.

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 slated for June 2020, b) future FSDB Expos and Open Houses to be scheduled, c) ASL Weekend in partnership with American Society for Deaf Children in the spring of 2021, and d) regional
family weekends on an ongoing basis – travel support for families is under consideration. Ambassador program development is in progress, 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. Radio public service announcements are ongoing.

**Internal Stakeholder Relationship Building**
Efforts are under way for increased engagement, training, and capacity-building with parents/legal guardians of current students both online and in person (individual schools/Parent Services department).

Integration and coordination of organizational communications is also a priority, with a new policy under development outlining a more centralized, streamlined approach. Efforts 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. The Employee Engagement Survey has been launched to all full-time staff members. The deadline to complete the survey is February 28, 2020. 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 = 5.15%
YTD Retirees = 12
Percent of filled FTE positions = 94%

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

- Safety and Facilities Operations staff members are utilizing the updated Facility Condition Index to prioritize projects for master planning.
• A subscription to RS Means has been procured and GLE provided training for members of the Safety and Facilities Operations Department. FSDB will continue to assess the effectiveness of the methodology based on feedback from the Department of Education and the Auditor General as we implement our master planning and legislative budget request processes.

• Estimated useful life data is included in the Facility Condition Index. This information is used to prioritize projects in an effort to maintain and replace equipment and infrastructure.

Secondary Goal D: Endowment Funding Champion- Tanya Rhodes

Reflects data as of December 31, 2019

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Private dollars: Percent of Progress Toward Annual Goal</td>
<td>85%</td>
<td>$1,250,000</td>
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<tr>
<td>Number of Donors</td>
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<td>1350</td>
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<tr>
<td>Number of Donations</td>
<td>1818</td>
<td>2000</td>
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Respectfully Submitted,
Julia Mintzer
Administrator of Business Services
Performance review

as of January 31, 2020

Sources of portfolio value

<table>
<thead>
<tr>
<th>$ Millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance returns (annualized &gt; 1 year)</td>
</tr>
<tr>
<td>MTD</td>
</tr>
<tr>
<td>12/31/2019 to 01/31/2020</td>
</tr>
<tr>
<td>Opening value</td>
</tr>
<tr>
<td>Net deposits/withdrawals</td>
</tr>
<tr>
<td>Div./interest income</td>
</tr>
<tr>
<td>Change in accr. interest</td>
</tr>
<tr>
<td>Change in value</td>
</tr>
<tr>
<td>Closing value</td>
</tr>
<tr>
<td>Net Time-weighted ROR</td>
</tr>
</tbody>
</table>

Net deposits and withdrawals include program and account fees.

Portfolio and selected benchmark returns

<table>
<thead>
<tr>
<th>Performance returns (net of fees)</th>
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</thead>
<tbody>
<tr>
<td>MTD</td>
</tr>
<tr>
<td>12/31/2019 to 01/31/2020</td>
</tr>
<tr>
<td>Your portfolio (%)</td>
</tr>
<tr>
<td>Consolidated Blended Index</td>
</tr>
<tr>
<td>Barclays US Ag Gov/Cd Int</td>
</tr>
<tr>
<td>MSCI EAFE Curr (USD)</td>
</tr>
<tr>
<td>Russell 2000</td>
</tr>
<tr>
<td>S&amp;P 500</td>
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<tr>
<td>Return objective: 5.50%</td>
</tr>
</tbody>
</table>

Consolidated Blended Index

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

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

Report created on: February 03, 2020
Additional information about your portfolio
as of January 31, 2020

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

<table>
<thead>
<tr>
<th>Performance</th>
<th>Start date to</th>
<th>ITD Start date</th>
<th>Start date to</th>
<th>01/31/2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td></td>
<td>12/08/2014</td>
<td></td>
<td>5.98%</td>
</tr>
</tbody>
</table>

Portfolio does not contain applicable holdings - exhibit intentionally left blank.
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 the basis of any 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, supplemented 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 offering passive 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 details regarding the various services and, 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 yours.

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 portfolio 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 based 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 new account 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 investment 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 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 for each account. Time-weighted rates, which are computed by the Modified Dietz Method. This calculation uses the beginning and ending portfolio values for the month and weights each contribution/withdrawal based upon the fraction of the month present. For each such month one month is 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 gainloss by the previous day’s closing market value plus the net value of cash flows that occurred during the day. The TWR gives equal weighting to every return regardless of amount of money invested, so it is an effective measure for returns on a fee based account. Periods greater than one day are calculated by linking the daily returns. All periods shown which are greater than 12 months are annualized. For reports generated prior to 01/26/2018, the performance calculation is impacted by the ending 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 12 months.

Annualized Performance: All performance periods greater than one year are calculated without any annualization, which is the method used to express a single year’s performance as an annual rate. This measure is used to express the annualized 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 based 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 new account risk profile. If you have questions regarding these objectives or wish to change them, please contact your Financial Advisor to update your account records.

Net of Fees and Gross of Fees of 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 benchmark is shown 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, supplemented by any of the information presented in these reports. If you have questions regarding the benchmark represented on this report, the performance calculations used the account’s end of period being measured. The Modified Dietz Method. This calculation uses the beginning and ending portfolio values for the month and weights each contribution/withdrawal based upon the fraction of the month present. For each such month one month is 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. Periods greater than one day are calculated by linking the daily returns. 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.

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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-Ks) 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 change indicates 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 a account change. Change in Value may include program 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 is marked with an “**” to indicate a changed Performance figure 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 have failed one or more performance data integrity tests. In such instances, the account will be labeled as ‘Review Required’ and perform based on the last time it passed a performance test. Finally, the Performance Start Date will change if you have explicitly requested a performance restart. Please contact your Financial Advisor for additional details regarding your new Performance Start Date.

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

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

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

Variable Annuity Asset Allocation: If the option to unbundled program and related fees is available through your Financial Advisor as soon as possible to discuss these changes. For MAC advisory accounts, please contact your investment manager directly if you would like to impose or change any investment restrictions on your account.

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

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

For insurance, annuities, and 529 Plans, UBSFS relies on information obtained from third party services it believes to be reliable. UBS FS does not independently verify or independently verify this information nor does UBS Financial Services Inc. has not verified 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 does not necessarily reflect the current composition of those variable annuities. If a variable annuity’s underlying holding data is not available, it will remain classified as an annuity. All data is as of the date indicated in the report.

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

Account name(s) displayed in this report and labels used for groupings of accounts can be customizable recordkeeping or may have been included by your Investment program and strategy. Account changes:

At UBS, we are committed to providing a high-quality service experience. If the answer to either question is “yes,” it is important that you contact your Financial Advisor as soon as possible to discuss these changes. For MAC advisory accounts, please contact your investment manager directly if you would like to impose or change any investment restrictions on your account.

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 January 31, 2019 to January 31, 2020

#### Consolidated

<table>
<thead>
<tr>
<th>Period</th>
<th>Opening portfolio value ($)</th>
<th>Net deposits and withdrawals ($)</th>
<th>Dividend and interest income ($)</th>
<th>Change in accrued interest ($)</th>
<th>Change in value ($)</th>
<th>Closing portfolio value ($)</th>
<th>Annualized Returns (&gt;1 yr) since start date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2020</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 2020</td>
<td>16,309,395.65</td>
<td>427,349.29</td>
<td>27,531.59</td>
<td>-1,905.30</td>
<td>-8,334.42</td>
<td>16,754,036.81</td>
<td>-0.03%</td>
</tr>
<tr>
<td><strong>2019</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 2019</td>
<td>15,084,454.27</td>
<td>-689,408.81</td>
<td>361,587.82</td>
<td>15,839.17</td>
<td>1,536,923.19</td>
<td>16,309,395.65</td>
<td>12.58%</td>
</tr>
<tr>
<td>Nov 2019</td>
<td>15,758,732.68</td>
<td>0.00</td>
<td>35,047.81</td>
<td>-10,123.55</td>
<td>231,109.96</td>
<td>16,014,766.90</td>
<td>1.62%</td>
</tr>
<tr>
<td>Oct 2019</td>
<td>15,786,356.30</td>
<td>-172,276.49</td>
<td>15,934.91</td>
<td>10,861.35</td>
<td>117,856.61</td>
<td>15,758,732.68</td>
<td>0.78%</td>
</tr>
<tr>
<td>Sep 2019</td>
<td>15,595,631.10</td>
<td>0.00</td>
<td>39,556.05</td>
<td>-2,705.96</td>
<td>153,875.10</td>
<td>15,786,356.30</td>
<td>8.96%</td>
</tr>
<tr>
<td>Aug 2019</td>
<td>15,582,681.85</td>
<td>51,254.71</td>
<td>25,286.86</td>
<td>-1,354.66</td>
<td>-62,237.67</td>
<td>15,595,631.10</td>
<td>-0.24%</td>
</tr>
<tr>
<td>Jul 2019</td>
<td>15,528,638.69</td>
<td>-21,819.12</td>
<td>30,953.28</td>
<td>-727.18</td>
<td>45,636.18</td>
<td>15,582,681.85</td>
<td>0.35%</td>
</tr>
<tr>
<td>Jun 2019</td>
<td>15,047,162.42</td>
<td>-100,000.00</td>
<td>49,467.89</td>
<td>4,336.72</td>
<td>527,671.66</td>
<td>15,528,638.69</td>
<td>3.88%</td>
</tr>
<tr>
<td>May 2019</td>
<td>15,589,090.90</td>
<td>-150,000.00</td>
<td>40,156.59</td>
<td>-14,520.27</td>
<td>-417,564.78</td>
<td>15,047,162.42</td>
<td>6.70%</td>
</tr>
<tr>
<td>Apr 2019</td>
<td>15,357,968.56</td>
<td>-122,169.23</td>
<td>19,954.48</td>
<td>7,558.28</td>
<td>325,778.81</td>
<td>15,589,090.90</td>
<td>2.16%</td>
</tr>
<tr>
<td>Mar 2019</td>
<td>15,362,944.19</td>
<td>-199,833.68</td>
<td>38,412.91</td>
<td>3,495.95</td>
<td>152,949.19</td>
<td>15,357,968.56</td>
<td>3.15%</td>
</tr>
<tr>
<td>Feb 2019</td>
<td>15,084,454.27</td>
<td>0.00</td>
<td>12,175.46</td>
<td>8,466.52</td>
<td>257,847.93</td>
<td>15,362,944.19</td>
<td>1.85%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$15,084,454.27</td>
<td>-262,059.52</td>
<td>$389,119.41</td>
<td>$13,933.87</td>
<td>$1,528,588.78</td>
<td>$16,754,036.81</td>
<td>12.55%</td>
</tr>
</tbody>
</table>

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.
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 the basis for any 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 offering a range of 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, among other things, how the advisory services we provide, our fees, our personnel, our other business activities and financial industry affiliations and conflicts between our interests and yours.

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 the portfolio 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 beginning 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 performance benchmark to be used in connection with these objectives or wish to change them, please contact your Financial Advisor to update your account records.

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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 weights each contribution/withdrawal/beginning balance through the month by the number of days in the month. 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 period. 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 calculation is based on an end of day value on the performance inception (listed in the report under the column “ITD”) and all cash flows were posted as 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 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 of 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 compounding 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 represents the performance of major 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 benchmark. Each index reflects an unrealized return on a client’s investments without any deduction for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and capital gains. Any actual performance that is 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 indices. 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 it’s 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 present 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 and 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.

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

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

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

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

**Change in Value:** Represents the change in value of the portfolio during the reporting period, excluding additions/withdrawals and dividend and interest income earned and accrued interest. Change in Value may refer to 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 ‘Y’ 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 not considered fee-based programs, and the inclusion of certain ineligible assets and the 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 assets held in eligible accounts, 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.

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

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

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

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

1) Have there been any changes to your financial situation or investment objectives?
2) Would you like to implement or modify any restrictions regarding the management of your account? If so, your Financial Advisor will act as your investment manager directly if you would like to impose or change any investment restrictions on your account.

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

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

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Ineligible Assets: We require that you hold and purchase only 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
Eight Grade Student Launches New Light on History

The National Society Daughters of the American Revolution (DAR) sponsored an American History Essay Contest 2019-2020. Participants included all grade 5, 6, 7, and 8 students in public, private or parochial school or those who are home schoolers in St. Johns County. The St. Augustine Maria Jefferson chapter of the DAR sponsored the contest in our area. It was established to encourage young people to think creatively about our nation’s great history and to learn about history in a new light.

All of Ms. Stein’s 8th grade United States History students participated in the essay writing contest. Awards for 1st, 2nd, and 3rd place were determined from all area entrants. The essay required 600-1,000 words, a bibliography, and a title page for 8th grade students. The topic for 2019-2020 was as follows: “2020 marks the 400th Anniversary of the voyage of the Mayflower and the founding of the Plymouth colony. Imagine you are one of the passengers on the Mayflower. Knowing what materials were available in 1620, what would you have packed to prepare for the trip and starting a new life in the wilderness? After experiencing more than two months at sea then finally landing at Plymouth Colony on November 9, 1620, do you think you would have made different choices and why?”

We are so pleased to announce a winner of the essay contest from our own Blind Middle School: Congratulations go to Savannah Lindberg for earning 3rd Place. Lindberg’s essay took a creative approach to provisioning for the voyage, setting the scene for embarkation, and including historically accurate family members and other passengers on the ship. She will be honored with an award at a presentation to be held at the Southeast Branch of the St. Johns County Library on April 8th.

Edith Stein – Middle School Social Studies Teacher

The Boston Tea Party

Third and fifth grade students (with Ms. Garay and Ms. Carpenter), recently teamed up for a thematic unit on the Boston Tea Party. Students heard stories, completed KWL activities, participated in a dramatic Reader’s Theater, and enjoyed tea and treats. They had a wonderful time role playing with a different grade level and learning about this important time in history.

Michelle Garay – 3rd Grade Teacher

Meliza Lorenzo – A Student’s Experiences, Dreams, and Goals

I am a continuing education student at Florida School for the Deaf and the Blind. I decided to come back because I wanted to attend First Coast Technical College and major in early childcare. I want to accomplish one of my goals for the future. I love to be around young children. I have patience to care for them. I know not everyone has the compassion to do that. When I was a little girl I always wanted to be a teacher when I grew up - just not a general teacher. I wanted to become a teacher for blind
and visually-impaired students. In the next paragraph, I will be talking about my experience in the childcare program at First Coast Technical College.

The first couple of months were somewhat rough because the students and I found out that we were going to get a new teacher. The teacher that was there to begin with knew what she was doing to get us prepared for the state early childcare exams. However, when she left we had many substitutes until they found the right teacher. It was a stressful time and I wasn’t sure if I wanted to continue in the program but I really wanted to work with children. So no matter what challenges I faced, I knew I could do it. Our new teacher had worked in a day care center for 22 years, so she had a lot of experience to share with us. She taught us how to take care of children and keep them safe. She taught us about DCF and what they’re expecting us to know for the state exams. We were tested on Rules and Regulations; Health, Safety and Nutrition; Child Abuse and Neglect; Child Growth and Development; and Observation and Screening.

This year I got the opportunity to work with kids aged 2 to 5 at FCTC. Working with kids who are 2 to 5 years old can be a little challenging. One of my struggles being with the 2-5-year-olds was getting the chance to read with them, since I am visually-impaired. I had to take books out of the blind library that were twin vision books. This means that it has both braille and print and lots of pictures. One time I got the opportunity to read a book that was in braille to them. They were excited. To begin with I was a little nervous when I brought the book over to them. Once I got into the story, I was relaxed and the kids enjoyed it and were fascinated by the braille. Every day I look forward to working with them. I am happy to do activities with them, for example, playing outside and doing hands on artwork. The children like having me around.

Also, I worked with kids in Kindergarten to Second grade at FSDB. Working at FSDB is not quite as challenging, because I experienced school the same way they do. I teach braille to younger students who are beginners, and I help them with their classwork. I like being a role model for them. Since I have been at FSDB I have also been helping out with my younger nieces and nephews at home. Furthermore, I had the opportunity to take a parenting class with Ms. Parsons in high school. She was the one who inspired me to continue in childcare and told me to never give up. My experience this year has shown me that this is the right career for me. Next year I am looking forward to learning more about working with children. I really enjoy working with the little ones and would love to have the opportunity to work in the ELC.

**Literacy Week**

Elementary students exceeded our expectations with Literacy Week. Mrs. Garay initiated a passport program, wherein all students from ELC through grade five received a personal passport to travel the world through reading and imagination. We used Cinderella as a theme and “travelled to different lands” to hear their renditions. We visited Mexico, China, Egypt, Russia, and Ireland just before arriving to North America where we enjoyed the Walt Disney version with descriptive audio. All students presented information about their assigned country and we enjoyed unique foods such as empenadas, dulce de leche, Chinese candy, purple potato sticks, hazelnut crackers, biscuits, and scones!

Michelle Garay – 3rd Grade Teacher
Blind Author From Colorado Visits and Captivates Stakeholders

On January 17, FSDB parents attending the Title I morning meeting were introduced to a force of nature. “I am the creator of my destiny, composer of my symphony, and I choose to live a life of greatness,” said Gail Hamilton, blind author, speaker, singer, scholar, and adventurer. Ms. Hamilton visited FSDB to share her trials, triumphs, and remarkable journey from victim to champion. Having faced significant life struggles, Ms. Hamilton remarked, “You can be either victimized or empowered by your circumstances.” Ms. Hamilton chose empowerment! Parents were mesmerized and asked many questions; some, for personal advice.

Ms. Hamilton shared many intimate details of her life story throughout the day. Born in Indiana, she arrived prematurely. Due to her fragile state, she was placed in a high oxygen incubator that resulted in damage to her vision, a condition known as Retinopathy of Prematurity (ROP). Although she remained partially sighted during part of her childhood, cataract growth stemming from her condition rendered her totally blind by the age of 11. At home Ms. Hamilton suffered various forms of neglect and abuse from alcoholic parents who viewed her as an embarrassment and source of shame. At school, she often felt isolated in an environment that was ill-equipped to accommodate her needs, and because of this, often trailed behind her peers both academically and socially. She also suffered from low self-esteem. During Ms. Hamilton’s early school years, she attended Indiana School for the Blind and Visually Impaired (ISBVI). However, Orientation & Mobility services were not offered. Thus, she traveled the campus without a cane and had to learn to orient to her surroundings on her own. She later attended a Catholic high school for girls, where she found herself lagging academically behind her peers. She had to spend countless hours each evening transferring recorded notes she took on a reel-to-reel recorder into Braille using a Perkins Braille Writer. After graduating, she found herself in a destructive and unhealthy relationship that lasted for many years. Eventually she’d had enough. She left the relationship, obtained graduate degrees in Voice and Counseling Psychology, performed in student operas, and received 4th place in the Miss Colorado Senior America pageant. She built a Habitat for Humanity home and trained seeing-eye dogs. She wrote a book about her life entitled Soaring into Greatness: A Blind Woman’s Vision to Live Her Dreams and Fly. Ms. Hamilton credits an interesting practice she read about and developed to combat fear – she would replace every fearful thought with a grateful one, specifically focusing on the human body attributes! “I am grateful for my nose,” for example, she would think to herself in her bed at night. Ms. Hamilton shared compelling handouts on etiquette with Blind/Low Vision individuals as well as her “Pearls of Wisdom” advice and insights from her life.

In addition to visiting with parents and staff, Ms. Hamilton hosted two additional sessions in which she modified her presentation for our middle school students and later for our elementary and ELC students. Students listened to Ms. Hamilton talk about her inspiring life and were invited to ask questions. There was a literacy focus in keeping with the grant objectives (her visit was funded through Title I). Ms. Hamilton told students that VI students must work harder than their peers to stay on or above level in their reading and writing skills. She stressed to students that they must immerse themselves in every learning opportunity available, and advocate for their educational needs. She addressed the importance of braille instruction and assistive technology. In the Blind Dept. Library, the youngest students were treated to a sing-along and a hands-on demonstration of
how to hold and strum the autoharp (37 strings and 18 chords) Ms. Hamilton brought along. Our FSDB family is grateful for Ms. Hamilton’s visit!

Christi Boortz – Instructional Services

Math Projects
The Blind High School Intensive math classes finished their fall projects in December where they completed a floor plan and construction project. The students had to design and execute a floor plan to scale, by following strict fractional, percent, and unit requirements. Then they built a house to go along with their floor plans. They also wrote a walk-through for their house.

This semester we are starting our Spring Project. We will be doing a long term project on the 2020 Olympics. We have already started with creating tin foil models of the different Summer Olympic sports.

Brigit A. Jensen – High School Math teacher

Let’s Go Clean Up the Beach
On February 7th, Ms. Miller and Ms. Clarke’s class went to Vilano Beach to learn about the ecosystem and the amount of garbage left on the beach. The students collected shells and assisted the teachers in picking up the garbage they found. The students will use the garbage they found to create an art project for the Cummer’s art project. The art project is focused around recycling this year; so Ms. Miller came up with the idea of using the trash the students found on the beach to design their masterpiece. The students found fishing nets, plastic utensils, sandals, and so much more. The students will work together with Ms. Miller to brainstorm and show the importance of recycling and keeping our beaches clean! After the trip the students each had to write down three things they learned about the ecosystem of the beach. Many of the students observed the differences in the way the sand felt closer to the tide versus the area closer to the dunes. They discussed the importance of the dunes and why the community should protect them. All of the students were not looking forward to the trip, but by the end of the trip each student was begging to stay longer. They enjoyed the sound of the ocean, the wind in their faces, and the warmth from the sun. Many commented on how relaxing the trip to the beach was. The White Cane Community Outing gave the students the opportunity to give back to their community by cleaning up the beach, learn more about the ecosystem with hands on experiences, and collect shells. Although it was windy and chilly the students had a wonderful experience.

Jennifer Enache – O&M Specialist

Physical Education Update
Deaf High School
Deaf High School students have been studying nutrition and calorie balance. They have been learning that it’s all about lifestyle.

Deaf Middle School
Deaf Middle School Boys are now learning the fundamentals of being safe in the weight room. They will learn the basic lifts and how technique is more important than weight.
Blind Elementary & Middle School
Blind Elementary & Middle School students are participating in a Sound Ball unit. Sound Ball is a tennis game created for the visually impaired that has a smarter court, short-handled racquets, & a foam ball that rattles. Students learn how to use forehand & backhand techniques while allowing the ball to bounce up to 3 times.

Blind Middle School
Students in Mrs. Tutak’s PE class have been involved in a scooter game. Students have been learning about spatial awareness, tracking, dodging and game strategy. Students are also in their third physical fitness test for the school year. Students had their height and weight recorded as well as participated in a timed mile, sit ups, pull ups, sit and reach and shuttle run.

Blind High School HOPE Class
High school HOPE class has started a unit on Human Sexuality. Information was sent home prior to the unit through emails and letters to parents. Students have been receiving information about human sexuality as part of the overall health education curriculum. The following topics are currently being covered during HOPE class,
- Personal Safety
- The Reproductive System
- Human Reproduction and Childbirth
- Puberty
- HIV/AIDS and Sexually Transmitted Infections (STDs)
- Contraception and Pregnancy Prevention
- Abstinence
- Healthy Relationships
- Decision Making

Blind Weight Training
Students in weight training class have been continuing to work on split body part training including chest/triceps, back/biceps, legs, shoulders, core and cardio throughout the week. Students have also been incorporating new training techniques into their daily workouts.

The HS weight training class is in full swing and all participants are engaged in class. They students are designing their own workout routines and choosing which exercises to use for each of the major muscle groups of the body.

Respectfully Submitted by:
Carol Bogue
Blind Department Principal
Deaf Department updates:
January has gone by quickly in the Deaf Department and was a month of celebration. We had seven students added to the Deaf Department this month. We celebrate each of those students as blessings and welcome them as part of our family. Celebration was the theme of the month! We held celebrations within our schools during Florida's Celebrate Literacy Week, celebrating reading, literacy, and kindness. We Celebrated our Teacher of the Year at the St. John's County Teacher of the Year Banquet on January 31. We are very proud of Gina Gilmore, first-grade teacher in Deaf Elementary School, for being selected our school-wide Teacher of the Year for the 202-2021 school year. We celebrated student achievement through honor rolls and special recognition. We are also beginning to prepare students for next year. Our Juniors are preparing to take the ACT next month, and our seniors met with counselors for financial aid planning for college. Our eight graders are preparing for their transition into high school by having them meet with our school counselors to learn more about high school. As we move through the third-quarter, we are thinking ahead to prepare them for the near future at FSDB, as well as the future beyond.

Elementary:
Busy! Busy! Busy! That is how you might describe our month in Deaf Elementary School. Students are busily learning and participating in academic discussions in their classrooms, and teachers are busy challenging students to produce their best work. Outside the classroom, support staff are planning and hosting events to celebrate another type of learning. Social Emotional Learning (SEL) focuses on students' abilities and skills in areas like compassion, empathy, understanding, and kindness. This month, Ms. Marilyn and Dr. Heidi surprised students several times during recess. The first surprise was a Positive Behavior Intervention and Support (PBIS) celebration to recognize all of the respect, responsibility, and cooperation the students have shown all year. Students were treated to bubbles, popsicles, and extended recess time. Even during this celebration, our school community also noticed moments of cooperation and respect. For example, the older students allowed younger students to go ahead of them in line to get popsicles and bubbles. Older students also helped younger students learn how to use the bubble wands appropriately. We know that these small acts are the beginning of helping our students become kinder, more empathetic people, a lesson that will stay with them for their whole lives!

This month we also participated in Celebrate Literacy Week and The Great Kindness Challenge. Because these events happened to fall on the same week this year, we combined many events. For example, we had a "Wear Kind Words Wednesday" event, as well as Kindness Parade, while students were dressed as a book character. The parade allowed us to show our love of literacy as well as spread kindness by giving out stickers and happy notes all around campus.

Spotted in Gore Hall
In Kindergarten, students are taking turns holding the door for others, leaving the cafeteria to go outside for recess. First graders learned about properties of matter and got to do a fun experiment
to see if items would sink or float! In Second Grade, students are learning about forces. They made catapults and challenged their friends to see who could shoot the farthest. Third graders were spotted reading to one another and helping each other with unknown words. Fourth graders were spotted learning robotics from the robotics team and then demonstrating the application of what they learned. Moreover, finally, one of the Fifth-grade boys spotted his picture on one of the Annett buses used to transport our boarding students home each weekend. How cool is that? There is so much to spot around Gore Hall!

**Favorite Moments This Month**

Kindergarten students celebrated the 100th day of school! They counted by ones and tens to 100, sorted snacks in groups of ten and made a fun trail mix, shared 100 things they would want, what they would buy with $100, and what they would want 100 of to eat! In first grade, a student made a connection between their field trip to the planetarium and the science lesson the following week: space is cold! Second graders enjoyed their field trip to MOSA (Museum of Arts and Science). There just was not enough time to get to see everything! Fourth grade is unanimous in their favorite moment. It was reading *Right Dog for the Job* and being able to meet a guide dog from a staff member in the blind department. A fifth-grade boy was seen helping a kindergarten child tie his shoe. We have some very mature and kind fifth graders! In fact, we have many mature and kind students in grades Kindergarten through fifth-grade! This month was a great reminder of that with our Great Kindness Challenge and February's Random Acts of Kindness Week. We believe that a robust academic program goes hand in hand with a strong Social Emotional Learning program, and there is much research to support that concept. By engaging our students in community service projects, we see those skills transfer to kindness in everyday actions.

**Middle School:**

The Middle School numbers continue to grow, and it is exciting. The sixth-grade class has received many new admissions thanks to the hard work of our admissions team. We have welcomed these students and support them through a New Dragons group hosted by the mental health team in the cafeteria every Wednesday. This support allows new students to learn the rules and routines of the school and creates a comfortable and safe place to adjust.

Thanks to private funding, our sixth-grade students travel to Crystal River to experience manatees up close and personal. For many years, students have donned wetsuits and snorkels and dipped in the chilly waters to float about the gentle giants. This year was an unseasonably warm day, but all students were able to spot at least one manatee while in the water. Students learned about protecting manatee environments, why manatees gravitate to the springs in cold weather, and laws to protect manatees. The hardest part of staying quiet is to not scare the manatees away.

On Friday, January 10th, Deaf Middle School students, teachers, and families gathered in the chapel to recognize the student achievements for the second quarter. Students who grew in programs such as IXL and ST Math, as well as students who have met reading targets, were recognized. We also
recognized students on AB Honor Roll. A kindness presentation was also given to encourage students to continue the PBiS model.

As part of our goal of continuous improvement, DMS staff came together for a data chat. The staff examined the data derived from Winter testing to look at patterns and areas of need with individual student groups and within classes. The staff also reviewed how we are doing on our strategic plan goals as well as DMS school improvement goals. Teachers and staff had a chance to provide feedback on what is working, what still needs help, how we can get there, and what other supports are needed. The meeting had great results, and teachers know the overall goals for the department. We were also very fortunate to have both ASL Specialists come to lead a PLC on using ASL to teach concepts in the content. Teachers benefited from the training provided. They have already tried new strategies in the classroom and cannot wait for more training. When the staff works together as a team for a common goal, they can support one another as they support our students.

Deaf High School

Deaf High School teachers are continuing to participate in Visible Learning professional development training to enhance effective teaching practices and enrich student instruction. Our content areas looked at our current data and trends for student learning. This open dialogue and look at the data allows the teachers to drill down and meet the needs of students who may be struggling and to celebrate students and teachers who are excelling. As part of the State of Florida required instruction in Drug and Alcohol awareness, students attended Juuling and vaping awareness presentation by one of our FSDB campus police officers. In addition, students were trained on how to use the FortifyFL app during Dragon Time (study hall), led by their teachers. This is part of the safety initiative to allow a path for anonymous reporting of threats in the school. We also participated in a lockdown drill during transition time between classes to provide information on how to make the process safer for students in the event of an emergency.

High school sophomores visited First Coastal Technical College (FCTC) to see what the college has to offer as part of an ongoing collaboration between FSDB and FCTC. During this visit, they were able to see the culinary, horticulture, child care, automotive, and cosmetology programs. This group will have the option to sign up for a vocational program during their junior year to prepare them for success. Our seniors had an assembly to review the Free Application for Student Federal Aid (FASFA). During this meeting, two representatives from First Coast Technical College presented information on the FASFA to the students. After the meeting, the representatives met with students individually with the school counselor to assess where students were in the process and to help them with the application process where needed.

We are in the process of recognizing students for upcoming events. There has been a survey sent out to teachers to select a junior and a senior to represent the Florida School for the Deaf at the upcoming Character Counts dinner that is hosted by St. John’s County. The criteria for students
selected is that the students will demonstrate the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. The Junior selected will receive recognition. The senior selected will receive recognition and a $500 scholarship. We are also preparing to announce our Valedictorian and Salutatorian for the graduating class of 2020.

The goal of our program is not only to teach the standards but to help students apply these to real life. Some of the real-life learning that is happening include a DATE (Drug Alcohol and Traffic Education) class scheduled for all first-time drivers. FSDB hosts the class with interpreters. Students are learning about employment data, social security, and medicare. Students are learning about the Americans with Disabilities and learning how to advocate for themselves in our Deaf Studies program. Some of our classes are now transitioning to using Microsoft 360 products, such as one note from Google apps for research projects and teaching students how to use individual folders and OneNote programs. We continue to provide enrichment courses such as forensic science, Dance Troupe, ASL classes, and continuing education courses. On a fun note, our Dance Troupe just purchased the rights to perform "High School Musical," which should be an exciting event to watch.

Our teams are working to engage families of high school students more frequently with rich information on their academics. Our students are empowered to own their learning via data chats with their teachers to understand their own progress on tests and programs. They discuss their growth and needs with their teachers and set goals for future learning. This month, recognition was given to students that scored 100% on their formative assessments. Individual pictures of them with their tests were sent to families via email.

We are continuing to enroll high school students weekly, and our teachers are continuing to provide quality instruction to our students.

OFF-CAMPUS PROGRAM
Spring semester at St. Johns River State College has begun. Our three students attending SJRSC are enrolled in Literature by Women, Introduction to Humanities, U.S. Government, Anatomy and Physiology, American Literature, and Analytic Geometry. Our other off-campus students are working on the following:

- The student attending St. Augustine High School Aerospace Tech I is learning about Artificial Intelligence.
- Agricultural Science students attending FCTC overseeded the sports field before Christmas Vacation and are now mowing the fields. The fields are green and beautiful!
- Cosmetology students are learning the eight essential steps in providing facials to customers. The eight essential steps are cleansing, consultation, steaming, exfoliation, extraction, facial massage, facial mask, and final application of gel or moisturizer.
- Automotive Students are learning the different types of brakes systems. The most common types of brakes today are typically hydraulic, frictional, pumping, electromagnetic, and servo.
Childcare students just completed three state exams for their childcare license. Additionally, they are learning how to recognize Child Abuse and Neglect and how it should be reported to the authorities.

**INTERPRETER SERVICES**

The interpreter services department continues to be busy supporting the needs of our students and staff. We have had additional students enroll who require language facilitation services. We are currently hosting four interns earning field observations for their course of study. Two interns are from Florida State College in Jacksonville, and two are from the University of North Florida. They have been observing and assisting with interpreter services on campus. One of the interns accompanied our staff to First Coast Technical College to interpret possible program options for the sophomores. The ASL/SLPI program continues to support FSDB staff in acquiring their sign language proficiency levels for their positions.

**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

After-School Work Program:
The after-school campus work program currently has 42 students employed. We are happy to have adopted the recycling program from our on-campus work program into paid positions. Positions include: Concession Stand Assistant, Food Service Worker, Dragon's Lair Worker, Boarding Program Asst., Braille Technician's Assistant, Recreation/Athletic Dept Asst, D&B Designs Associate, and Recycling Associate.

We are proud to announce our Skills USA competitors will be all competing at the states level in April. Competitors have been practicing with their coaches before and after school. We have competitors in the areas of Teamworks (Construction), Photography, Robotics, Quiz Bowl, and Extemporaneous Speech. Students will also be competing in the Deaf Culinary Bowl at the end of March at the American School for the Deaf in Connecticut.

Art and Animation:
Students are finished with their "principles of animation" tasks and are moving on to animation production. Last week they completed their "pre-production" assignment and now they are in the "production" stages. In the Middle School animation class, students are working on "drawing exercises". We are using our new iPad pros with Apple pencil. Students are using the app “Procreate” for drawing exercises. The High School animation class is wrapping up with impressionism (painting) and will then move on to tessellation (pattern art).

Horticulture Science:
Trip to The Jacksonville Landscape Show
This month, the High School horticulture students attended the Jacksonville Landscape Show sponsored by FNGLA (Florida Nursery, Growers, Landscape Association). While they were there students were able to talk with many of the nursery business owners. FNGLA donated a booth to us where we sold orchids and hypertufa pots made by the middle school students. This show gave us the opportunity to advertise our on-campus business as well as allowing us to make contacts with wholesale nurseries in the area.

Valentine’s Day Orchid Sale
The annual orchid sale for Valentine’s Day is going well. We have expanded our advertising to include several neighbor apps in the area.

Culinary Arts:
The Culinary Arts students prepared dinner for 100 people which served the “Dining with Dignity” program of St. Augustine. New second semester students are adjusting to the Dragon’s Lair Café set-up procedures and practicing their Safe Staff certification knowledge. Dragon’s Lair Café is open every Monday and Tuesday from 5:00 pm to 9:00 pm, and the student employees prepare and cook French fries, hamburgers, pizzas, mozzarella sticks, chicken wings, and cookies, and serve about 100 students each night.

Priority Goal 5: Stakeholder Relationships and Communication
Blind High student presented to 24 local business leaders of St. Johns County about his experience participating in the off-campus work program as well as his CTE Horticulture Science. As a result, we are working on partnering with some of the businesses for off campus work placements.

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
● Twenty-six DMS students met their second quarter Reading Counts goal set through a conference with their ELA teacher. This is double the number of students who met their goal at the end of first quarter! Students read a book, took a Reading Counts computer-based quiz, and earned points with a passing grade. These students were invited to a pizza celebration. The quarterly pizza lunch is a favorite for our Deaf Middle School students!
● Seven DMS won a $15 gift card to Barnes & Noble. The students who kept up with their reading log have their names in the drawing, which happens during honor roll. It’s a much-loved drawing. The students are then given a choice to take their gift card home with them to go to Barnes & Noble with their parents or the Reading Specialist holds the card and plans a field trip to our local Barnes & Noble store in St. Augustine. The field trips are filled with lots of fun exploring the bookstore, cafe, and of course, selecting books to keep.
● Mid-Year update (August - January) Blind Department:
  ○ 60% of students in the BEMS showed Lexile growth
  ○ 50% of the students in BES met their projected growth for reading on MAP (Measures of Academic Progress)
  ○ 53% of BMS students met their projected growth for reading on MAP
  ○ 59% percent of BHS students met their projected growth for reading on MAP
● Mid-Year update (August - January) for Deaf High School:
  ○ 54% of students in DHS showed Lexile growth
  ○ 13 students already met their Lexile growth projection in Empower.
  ○ 52% of DHS students showed growth for reading on MAP (Measures of Academic Progress)
  ○ 38% already met their projected growth for reading on MAP
  ○ 59% of DHS students showed growth for language on MAP
  ○ 50% already met their projected growth for language on MAP
In DHS, seven students won a trip to Barnes & Noble, where they will each be able to pick out up to $25 worth of books of their choice. These students’ Tickets to Literacy were drawn from all those who met the first semester target of Empower articles @ 75%+.

DES students show that they are on track to meet projected growth goals by the end of the year. 87% of students are on track to make one year’s growth according to IRLA data.

Reading Specialists campus-wide facilitated various events or activities as part of 2020 Celebrate Literacy Week, Florida! This celebration is sponsored by the Florida Dept of Education and the Just Read Florida office.

- DMS students had the opportunity to choose a free book of their choice to celebrate their hard work with independent reading and reaching Step 400 (or more) on their reading log. Students are half-way to our end-of-the-year goal of 800 Steps (one step = 15 minutes of reading).
- DMS students also had a fun PJ Day. If a student reached our half-way goal, they could wear PJs to school. What better way to enjoy a book than in your PJs!
- DMS teachers also planned extra reading time during ELA class and other literacy activities.
- BMS students conducted research projects related to the Celebrate Literacy Week theme “Book Your Adventure”, and shared projects with other classes.
- BMS also celebrated by having three theme days: Wear in the World T-Shirt Day, Wild Thing Day, and Safari Day.
- BES students studied the Cinderella fairytale from different countries around the world and ended the week with a Taste of the World presentation in the library.
- DES Students celebrated Literacy week in conjunction with Kindness Week.
  - Monday students created a summary of their favorite book.
  - Tuesday, students dressed as their favorite book character.
  - Wednesday, students wore kind words.
  - Thursday, every student was placed with a reading buddy. The whole school sat outside and read with their buddy.
  - Friday, students were part of a video that summarized Literacy and Kindness Week.
- For DHS, students had Read for Enjoyment Day on Monday, when they spent a whole class period reading a book of choice (outside if the weather was nice). If students’ stamina was not up to 48 minutes of reading yet, the teacher supplemented with an ASL read aloud, book pass / book speed dating (give each student a book, preview book for one to two minutes, then rotate until each student has previewed each book).
- Tuesday, DHS had Write for Enjoyment Day, and students spent a whole class period writing something personally meaningful (idea: choose a place to which you would love to travel and write about where you would go and why; share out with class).
- Wednesday was Shelfie Day, when DHS students were to take a “shelfie” with their favorite book (or whatever they were reading currently) and post in Google Classroom (Every Dragon <<Reads & Writes>> Every Day).
- Thursday was Read My Shirt Day, when DHS students, teachers, and staff wore shirts with words (vocabulary, quotes, or literacy/education related messages) on them and encouraged others to read their shirts.
○ Friday was Literacy Choice Day (DHS students and teacher chose one activity): an ASL read aloud of an adventure or travel story, article, or poem; Written Random Act of Kindness: write someone a special note and mail or hand deliver it; or play language games.

Priority Goal 2: Professional Development

- DMS Reading Specialist & DMS/DHS Math Specialist have begun a campus-wide Data to Inform Instruction Professional Development. This is a 5 part after-school series. Using data from our district assessment, NWEA MAP (Measures of Academic Progress), teachers will learn how to analyze baseline and mid-year data to develop a plan for the student(s) and support differentiated instruction in the classroom.
- DMS ELA teachers along with their Reading Specialist participated in this month’s Professional Learning Community (PLC) data chat focusing on MAP data. Focus was on understanding the data on the Achievement Status and Growth report. Time was spent on the Project RIT Score, Projected Growth, and Observed Growth. The teachers compared Fall to Winter data using this report. They also shared their individual ways of sharing data and chatting with their students. The idea sharing was extremely beneficial!
- DMS Reading Specialist and content area teachers (science & social studies) participated in Strategies to Maximize Language Development given by June Ann Lefors and Lenore Boerner. Extremely interesting PD based on both social and psychological aspects of learning language. Topics of discussion centered around 3 steps: Experience, Language, Content.
- DMS ELA teachers will have formal training in the use of IXL (online personalized learning program) during the upcoming PLC. Students have been using the program in Math classes and some have started to use it in ELA classes. We are excited for this training as IXL for ELA is now finally aligned with our district assessment, NWEA MAP (Measures of Academic Progress).
- DES teachers took a deep, mid-year dive into MAP data and which students made projected growth. Teachers created a plan to help specific students meet their projected growth by the end of the year.
- The DHS Reading Specialist facilitated the fifth session of the Visible Learning for Literacy K-12 book chat with ELA, ASL, and social studies teachers. The focus this month was on Chapter 3: Deep Literacy Learning.
- The DHS Reading Specialist worked with teachers one-on-one during coaching/mentoring time to model how to use the new alignment between MAP and IXL. On the PDFs, teachers can click any skill topics, all of which are hyperlinked directly to the IXL practice. Each skill topic also has the shortcut code for students to search and find it easily. In MAP, teachers run the Class Breakdown Report to find out how to group students according to standards/topics and assign them the skill topics in IXL. The DHS ELA teachers have been collaborating well during their PLC to share best practices and innovative ways to utilize IXL. The students in DHS have been working diligently in IXL to master their skills needed.
- The Reading Specialists continue to keep teachers up to date on the changes happening in regard to the Florida Standards Review and the new K-12 B.E.S.T. Standards.

Priority Goal 3: Enrollment and Retention
Six new students have been enrolled in DMS this month! Reading specialist works with the ELA teachers to set the students up in our various reading and textbooks programs: Achieve 3000 (Teenbiz), Reading Counts, Independent Reading Level Assessment (eIRLA), and myNGconnect for textbook access. The Reading Specialist also signs students up for access to their Amplify science textbook.

Priority Goal 4: Digital Citizenship

- Reading Specialists have completed training #3 Cyberbullying in the Digital Citizenship series.

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. Teachers are reviewing student data individually and with their math specialist, beginning to conference with students, goal setting and planning instruction in response to student needs. Teachers are utilizing the Class Breakdown and Learning Continuum Reports to support small group instruction for addressing student’s RIT scores.
- Each week across campus, students are offered a new math problem, one at each grade band K-3, 3-6, 6-HS, and Algebra 1 and up as well as 24 Game cards to create expressions for fluency practice with the four operations. This project, generously funded through the Endowment, is known on campus as the POW Challenge or Problem of the Week and Fluency Challenge. So far this school year 111 students across campus have already submitted more than 200 solutions to the Problem of the Week and earned over 1200 points in the Fluency Challenges.
- 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 are able to use the pinpointed data from the diagnostic component to support IEP goals, NWEA MAP alignments, and topics being taught in the classrooms.
- More than two thirds of DES students have progressed beyond the halfway point in their ST Math curriculum.

Priority Goal 2: Professional Development

- One math specialist from each of Blind and Deaf Departments attended the Florida Association of Math Supervisors Conference January 27th and 28th. There was much discussion about plans and timeline for transitioning to the K-12 B.E.S.T. standards.
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 continues 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 teacher interest in adoption and use of the Eureka math curriculum.

Eleven teachers attended the third of the POWwow PD Series focused on the 8 Effective Teaching Practices and the 8 Student Math Practices on January 13th.

DMS Reading Specialist & DMS/DHS Math Specialist have begun a campus-wide Data to Inform Instruction Professional Development. This is a 5 part after-school series. Using data from our district assessment, NWEA MAP (Measures of Academic Progress), teachers will learn how to analyze baseline and midyear data to develop a plan for the student(s) and support differentiated instruction in the classroom.

**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**

- High School ASL Specialist worked with several Deaf High School classes on St. Valentine’s ASL Storytelling. Students in the DHS read the stories to students in the Deaf Middle School and Deaf Elementary School.
- ASL Specialist joined the DMS 6th Graders on their trip to see the Manatees on January 13th in order to provide language support and instruction for students acquiring ASL.
- In the Deaf High School English Language Arts for ESOL classes, students are learning about ASL/Deaf Culture/Deaf History.
- ASL Specialists have taken the lead on researching other School Districts in the state of Florida regarding their programs on biliteracy in order to establish guidelines and processes for FSDB students to earn a Biliteracy Seal on their High School Diploma.

**Priority Goal 2: Professional Development**

- In January, 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. This PD gave teachers the opportunity to expand their students’ language by using Social Studies and/or Science curriculums.

- Atomic Hands presenters will be coming to FSDB on February 14, 2020 for all deaf departments (Elementary School, Middle School and High School). Atomic Hands is committed to increasing public accessibility to science, technology, engineering, and mathematics (STEM) through American Sign Language and fostering collaboration and networking opportunities among current and future Deaf STEMists.
- The 2019-2020 Bilingual Curriculum team started convening at the start of second semester with the first meeting taking place on January 29, 2020. Members include Lenore Boerner (facilitator) JuneAnn LeFors, Jessica Behr, Cally Traetto, Brent Bechtold and Randi Mitchell.

Admissions Department

Submitted by Tracie C. Snow, Administrator of Instructional Services

Enrollment as of 2/10/2020

<table>
<thead>
<tr>
<th>Deaf Department</th>
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<tbody>
<tr>
<td>High School, Grades 9-12</td>
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<tr>
<td>Middle School, Grades 6-8</td>
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<td>Elementary, Grades KG-5</td>
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<table>
<thead>
<tr>
<th>Blind Department</th>
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<tbody>
<tr>
<td>High School, Grades 9-12</td>
<td>102</td>
</tr>
<tr>
<td>K-8 School, Grades K-8</td>
<td>101</td>
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<tr>
<td>Totals: Blind Department</td>
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<table>
<thead>
<tr>
<th>ELC (PreK)</th>
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<tr>
<td>Deaf</td>
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<tr>
<td>Blind</td>
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<tr>
<td>Totals: Deaf &amp; Blind ELC (PreK)</td>
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</table>

<table>
<thead>
<tr>
<th>FSDB Overall</th>
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<tbody>
<tr>
<td>High School, Grades 9-12</td>
<td>265</td>
</tr>
<tr>
<td>PK-8, Grades PK-8</td>
<td>286</td>
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<td>Totals: FSDB Overall</td>
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<table>
<thead>
<tr>
<th>Day Students (PreK-12)</th>
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<tr>
<td>Deaf</td>
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### Admissions as of 2/01/2020 to 2/10/2020

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<tr>
<th>Department</th>
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<tr>
<td><strong>Deaf Department</strong></td>
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<tr>
<td>High School</td>
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<tr>
<td>Middle School</td>
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<td>0</td>
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<tr>
<td>Elementary</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>YTD Totals: Deaf</td>
<td>60</td>
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<td>7</td>
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<tr>
<td><strong>Blind Department</strong></td>
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<tr>
<td>High School</td>
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<td>0</td>
</tr>
<tr>
<td>K-8 School</td>
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<td>0</td>
</tr>
<tr>
<td>YTD Totals: Blind</td>
<td>20</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td><strong>ELC (PreK)</strong></td>
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<td></td>
</tr>
<tr>
<td>Deaf</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Blind</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>YTD Totals: Deaf &amp; Blind</td>
<td>7</td>
<td>3</td>
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</table>

- Applicants Scheduled: 7
- Applicants Pending: 20
- **New data element to report:** As of 2/12/20, 73 of 74 (99%) 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**

Professional Development opportunities funded by Title IV, IDEA, and Title II Federal Grant are included on the Professional Development Master Calendar. This calendar is available to academic staff members through a Google Calendar and the FSDB Professional Development Google Site which is continuously updated with new professional development opportunities.
Second Semester Professional Development continues to be advertised as staff members register for the trainings. Three new professional development topics have been added to the schedule:

- How to Become a Superhero: Student/Family Homelessness and How to Help
  - Presenters: Tiffany Lewis

- Advanced ASL: Advanced Classifiers, Basic Visual Vernacular, Depiction
  - Presenters: June Ann LeFors (ASL Specialists) and Janelle Berry (ASL Instructor)

- Advanced ASL: ASL Grammar and Rules
  - Presenters: June Ann LeFors (ASL Specialists) and Janelle Berry (ASL Instructor)

Tech Tidbits:
The "Tech Tidbits" started February 7, 2020 with Immersive Reading. The "Tech Tidbits" allow for the teachers and specialists to come for a training on a specific education technology tool, strategy, or application. The upcoming Tech Tidbit topics include: Flipgrid, PowerPoint, Sway, and more.

Offsite Professional Development:
Randi Mitchell, Coordinator of Professional Development, was selected to be part of the 2019-2020 Microsoft Innovative Educator Expert Program. In this program, she received special training and information to support educators using Microsoft Edu. In January, she attended the Microsoft Innovative Educator Expert Underground Summit to learn from the top experts in Microsoft Edu, see the upcoming updates to Microsoft Edu, and receive the training necessary to support FSDB teachers and specialists in their implementation of Microsoft Edu.

Priority Goal 5: Stakeholder Relationships and Communication
FSDB Pineapple PD continues to increase 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 happening on campus as well as sharing-out 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: 2,239 followers (1 follow since January 2020).
- Twitter: 331 followers (6 follows since January 2020).
- Instagram: 505 followers (9 follows since January 2020).
- YouTube account: 11,465 views among the 51 videos and 219 subscribers (1,199 views and 6 subscribers January 2020).

Workshops and conferences opportunities
FSDB academic teachers, specialists, and/or administrators attended the following workshops and conferences through January 31st. (Cost of registration and travel is paid by General Revenue or Federal funding)

<table>
<thead>
<tr>
<th>Workshop / Conference</th>
<th>Location</th>
<th>Start Date</th>
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<tbody>
<tr>
<td>FSDB Board of Trustees Meeting, February 28, 2020</td>
<td></td>
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</tr>
<tr>
<td>Page 74</td>
<td></td>
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</tr>
<tr>
<td>Event</td>
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<td>Date</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>NEFEC (North East Florida Educational Consortium) 2019 Summer</td>
<td>Ponte Vedra</td>
<td>7/9/19</td>
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<td>Leadership Conference</td>
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<td>State Advisory Committee for Education of Exceptional Students (SAC)</td>
<td>Tallahassee</td>
<td>7/14/19</td>
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<tr>
<td>FACTE (Florida Association for Career and Technical Education) State</td>
<td>Orlando</td>
<td>7/14/19</td>
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<tr>
<td>Conference</td>
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<tr>
<td>FSAA (Florida Standards Alternate Assessment) Performance Task</td>
<td>Tampa</td>
<td>7/23/19</td>
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<tr>
<td>Train-the-Trainer</td>
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<tr>
<td>Learning Without Tears K-5 Handwriting Workshop</td>
<td>Orlando</td>
<td>8/2/19</td>
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<td>2019 Annual Statewide Assessment and Accountability Meeting</td>
<td>Orlando</td>
<td>8/27/19</td>
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<td>WIDA (World Class Instructional Design and Assessment) Writing</td>
<td>Tallahassee</td>
<td>8/27/19</td>
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<tr>
<td>with Multilingual Learners, Tallahassee</td>
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<td>Florida Supportive Housing Coalition 2019 Summit</td>
<td>Orlando</td>
<td>9/22/19</td>
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<td>FLAER (Florida Association for Education and Rehabilitation of the</td>
<td>Orlando</td>
<td>9/24/19</td>
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<tr>
<td>Blind and Visually Impaired) Sharing the Vision Conference</td>
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<tr>
<td>2019 CLAS (Florida Curriculum of Language Arts Supervisors) Fall</td>
<td>Orlando - UCF</td>
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<tr>
<td>Conference</td>
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<td>APH (American Printing House for the Blind) &amp; POSB (Principals of</td>
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<td>Schools for the Blind) Annual Meeting</td>
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<td>Fingerspelling Our Way to Reading (FOWR)</td>
<td>FSDB</td>
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<td>FAMS (Florida Association of Mathematics Supervisors)</td>
<td>Jacksonville</td>
<td>10/14/19</td>
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<tr>
<td>FCTM (Florida Council Teacher of Mathematics)</td>
<td>Jacksonville</td>
<td>10/17/19</td>
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<td>Power BI Training Microsoft</td>
<td>Palatka</td>
<td>10/22/19</td>
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<td>NEFEC / ISRD (Institute for Small and Rural Districts) School</td>
<td>Gainesville</td>
<td>10/23/19</td>
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<td>Counselors Forum</td>
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<td>Adobe Photoshop CC - Part 1</td>
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<td>2019 Florida Literacy Association Annual Fall Conference</td>
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<td>FASPA (Florida Assoc of School Personnel Administrators)</td>
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<td>FABES (Florida Association of Bilingual and ESOL Supervisors)</td>
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<td>2019 Fall Conference</td>
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<td>ASLRT (American Sign Language Round Table)</td>
<td>Salt Lake City, Utah</td>
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<td>NEFEC Meeting</td>
<td>Lake Butler</td>
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<td>NEFEC CTE Meeting</td>
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<tr>
<td>FOIL (Florida Organization of Instructional Leaders)</td>
<td>Lake Mary</td>
<td>11/12/19</td>
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<tr>
<td>FEDHH (Florida Educators of Students who are Deaf and Hard of Hearing)</td>
<td>Daytona Beach</td>
<td>11/14/19</td>
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<td>ACCESS for ELLs Regional Training</td>
<td>Bunnell</td>
<td>11/14/19</td>
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<td>Building an Equitable Secondary Master Schedule (NEFEC)</td>
<td>Palatka</td>
<td>12/4/19</td>
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<tr>
<td>Working with the Experts: Braille for Math and Science</td>
<td>Daytona Beach</td>
<td>12/4/19</td>
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<td>NE Florida Teachers of the D/HH Roundtable and Explicit Contextualized Vocabulary Instruction</td>
<td>St. Augustine</td>
<td>12/6/19</td>
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<td>NEFEC Instructional Reporting Meeting</td>
<td>Palatka</td>
<td>12/10/19</td>
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<tr>
<td>Administrative Management Meeting (AMM)</td>
<td>St. Petersburg</td>
<td>12/16/19</td>
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<td>Microsoft Education Underground Summit</td>
<td>Redmond, WA</td>
<td>1/8/20</td>
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<td>UNF (University of North Florida) School Counselors Breakfast</td>
<td>Jacksonville</td>
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<td>Tropical Plant International Expo (TPIE) 2020</td>
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<td>NEFEC/ISRD School Counselors Forum</td>
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<td>Assistive Technology Industry Association (ATIA)</td>
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<td>Florida Certified Contract Manager Training</td>
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<tr>
<td>NEFEC Clinical Educator Training Spring 2020</td>
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**English Language Learners Department**

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

**Priority Goal 1: Academic Achievement and Workforce Preparation**
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.
In December 2020, Post Graduate ELL blind student passed 2 sections of the Early Child Care certification at First Coast Technical College.

**Priority Goal 2: Professional Development**
On 1/9/20, Scott Trejbal, Assessment Coordinator, trained the ELL Teacher for the Blind, ELL Specialist for the Deaf, ELL Language Facilitator, ELL Director on the annual state test, ACCESS for ELLs.

1/27/20, 4 ELL Language Facilitators and the ELL Spanish Interpreter/Translator, were trained on test security for the ACCESS testing by Scott Trejbal.

The testing window for state ELL testing on the ACCESS for ELLs and Alternative ACCESS for ELLs is 1/27-3/20. All ELLs Kindergarten through Post Graduate students are required to take this test. The test has 4 language domains: Listening, Speaking, Reading and Writing. Profoundly deaf students are exempt from the Listening and Speaking sections which are documented at the IEP meeting. FSDB began testing on 1/29/20.

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 serves on the board for the Northeast Florida Teaching English for Speakers of Other Languages (NEF TESOL). Plans are being made to have a conference. The theme is Engaging and Empowering Multilingual Learners and will be on 2/28/20 at the University of North Florida, English Language Program.

Priority Goal 3: Enrollment and Retention

There is currently a total of 39 ELLs at FSDB: 29 Deaf in the deaf department and 10 in the blind department. 2 new ELLs enrolled in January 2020, one in the DHS and the other in the DMS.

4 ELLs exited the ELL program for various reasons: two for high academic levels (BHS student passed/met English proficiency requirement on the ACCESS for ELLs test, DHS student received a concordance score on the ACT, one Post Graduate (PG, withdrew FSDB for a job opportunity and a DHS student decided to exit the ELL program.

The ELL department made many foreign language contacts from staff to parents or parents to staff. These contacts include phone calls and/or translations. In December, 168 contacts were made and 211 were made in January.

Trilingual Packets are distributed throughout the year, at admissions to Hispanic families of all possible ELL students, visitors, and/or requestors. Several were given to the families at the time of admission, whether the student qualified or not for ELL services.

ELL Teacher and ELL Specialist maintain a website with current information.

ELL student data is input into Skyward and reported to the state. Currently, the ELL Director met with the Information Systems staff to make sure all ELL data was correct in Skyward before sending 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.
● There are two college students requesting field assignments this semester with deaf ELLs. One from the University of Central Florida and the other from the University of North Florida.

● Planning a February 2020 meeting with the Executive Director from The Cultural Center at Ponte Vedra Beach. They are interested in collaborating with FSDB in a special project called Loving Beethoven.

● Every month, the FSDB ELL Director participates in a phone conference with the FLDOE/SALA department for 2 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
Outreach and Technology Departments
Board Report
February 28, 2020

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

Outreach Services - Submitted by Elizabeth Wilcox

A new staff member was added to the Outreach Department, Jennifer Valdarrama, as a Statewide Outreach Specialist. She started February 10, 2020. She has experience working directly with, and supervising programs at the district level, for students who are deaf, blind and deaf-blind.

FSDB Distance Learning ASL Course – Project funded by the Johnson Foundation
Online ASL Spring courses will begin the first week of March. Currently all classes are full and there is an extensive waiting list for all classes ranging from beginner to advance level. FSDB is currently adverting to hire additional ASL instructors for the upcoming session.

North Florida Braille Challenge – Project funded by the Johnson Foundation
Braille Challenge is an annual reading and writing contest for braille readers. It is the only national contest of its kind for blind and visually impaired students.

- Advance Braille classes are offered after school to FSDB students who are competing in the North Florida Braille Challenge on March 5th in Jacksonville.
- In 2018 and 2019, FSDB had two students qualify for the national competition. FSDB expects one or more students to qualify for the National Event and attend the competition in Los Angeles, CA in June 2020.
- FSDB students at the preliminary competition in March 2020 are expected to win 10 out of the 12 awards, to include 1st, 2nd, and 3rd place.

Materials Dissemination: Outreach Packets - Outreach packets are available during conferences, FSDB exhibit booths, FSDB Expo, completion of campus tours and when Director of Outreach and other staff members are traveling and networking. Packets are specifically designed for target external stakeholders. In cooperation with the Communication and Public Relations Department, the materials to be included in packets are being updated for republishing and reprinting.

- Applications for FSDB ECC Academy Summer Camps are complete and published!

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. Phone calls and emails continue to come in following the Fall Expo and conference exhibits and presentations from a variety of stakeholders.
Resource Materials & Technology Center for the Deaf/Hard of Hearing
Submitted by the RMTC-D/HH Team

RMTC-D/HH staff participated and/or presented at the following conferences/meetings:
- Institute for Small and Rural Districts Conference - January 21-23 (attended/presented)
- Florida Assistive Technology Specialists Meeting - January 29 (attended/presented)
- Assistive Technology International Association Conference - January 29-February 1 (attended/co-strand advisor)

Additional meetings included:
- State Secondary Transition Interagency Committee (SSTIC) Subcommittee Meeting - January 13
- Bureau of Exceptional Education Student Services (BEESS) Inclusion, Indicator 5 Workgroup Meeting - January 14
- Bureau of Exceptional Education Student Services (BEESS) Transition, Indicator 14 Workgroup Meeting - January 15

RMTC-D/HH staff provided onsite or virtual training to offer support, strategies, perform coaching and mentoring as well as make recommendations:
- Broward Fairview Onsite Training & Coaching - January 6
- TALive! Keeping It All Together: Progress Monitoring and Record-Keeping Binders for the ToDHH - January 8
- New Teacher ToDHH Professional Learning Community - January 15
- FDLRS Springs Fairview Onsite Training & Coaching - January 22
- Visual Phonics Online Course- January 27 - March 27
- Out of My Mind Book Study- January 13- January 31
- Itinerant Handbook Book Study- January 13 - March 10

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: Alachua, Leon, Marion, Okaloosa, Orange, Volusia

Technical Assistance in the form of coaching and mentoring, consultation, support, and/or the sharing of information and resources, including materials borrowed from the loan library were provided to the following:

Other Agencies/States: Educational Interpreter Project, Florida Diagnostic & Learning Resource System (FDLRS) Springs, and Heartland Teachers/LATS

Media and Materials Loan Library: 5 new accounts created, 19 items borrowed and returned, 2 new items added
**Additional Items:**

- RMTC-D/HH project director served as co-strand advisor for the 2020 Assistive Technology International Association Conference. Responsibilities included a blind review of submissions in the sensory impairment strand, recruiting speakers and assisting in the submitting of their proposals and making their presentations accessible. Other activities included attending an informal meet and greet of accepted speakers and meeting with ATIA leadership to discuss current year’s conference and planning for the 2021 conference.
- RMTC-D/HH organized and convened the FSA ASL Review Committee to evaluate the current year’s translated ELA listening items for inclusion on the 2021 Florida Standards Assessment. Feedback was provided and additional reviews are in process.

**Upcoming Events** in February:

- Out of My Mind Book Study- February 1 - February 21
- Itinerant Handbook Book Study- January 13 - March 10
- Assistive Technology in the Classroom: Lesson Integration with TLC/Access (Tallahassee) - February 11
- TALive! Keeping It Accessible Part 2: Educational Interpreters and You - February 12
- Florida ASL Teacher Conference - February 14-16
- Escambia Fairview Onsite Training - February 17
- The University of North Florida (UNF) Deaf Education Steering Committee - February 20
- Working with the Experts: Putting It All Together, Part 2 - February 20-21
- Assistive Technology in the Classroom: Lesson Integration with TLC/Access (Wesley Chapel) - February 26
- DeafTEC Advisory Group - February 27
- Assistive Listening in the Classroom Training (Palm Beach) - February 28
- Tools for Success Conference (FDLRS CROWN) - February 28

**PARENT SERVICES DEPARTMENT**

Submitted by Cindy Day, Executive Director of Parent Services

**Parent Services**

- Parent Services provided tours for 11 prospective students and family members through January 2020. Additionally, 159 were provided for professionals and other stakeholders. A total of 170 participants were provided tours of the school in January 2020 by Rick Coleman, Information Specialist.
- Misty Porter, Parent Liaison of FSDB, hosted a successful Parent Engagement Workshop (PEW) event on January 17th.
- This workshop featured educational and inspiring stories and discussions with blind motivational speaker Gail Hamilton. Parents attending from both the Deaf and Blind Departments were pleased to have Gail join the meeting and requested similar speakers for future meetings.
- This PEW also had Christi Boortz, Homeless Liaison, give a presentation to teach parents about the McKinney-Vento Act.
- Cathy Costley, Victim Services Program Administrator, Florida Office of the Attorney General; also discussed Parenting in the Digital Age and how to make sure students are being safe while online.
- The next PEW event will be on February 28 and will focus on the important role family engagement has on student academic success.
Ms. Benfield will host two short meetings for professionals and staff on February 27 as part of the Family Friendly Initiative to build staff capacity for working with families and stakeholders.

Parent Sign Language Classes led by Sonia Garcia-Denight have started meeting and have been, so far, well-attended. There are both beginner and intermediate classes for parents of FSDB students to learn and improve their sign language skills.

Braille Classes for families of students in the Blind Department continue to be successful. These classes focus on teaching participants how to visually read tactile braille and will continue until the end of the school year.

Work has begun on creating a Summer Camp Resource for enrolled families. This resource will provide insight to help FSDB families beyond the surrounding counties find suitable summer programs for their students in their area.

**Parent Infant Program**

- As of February 11, 2020, FSDB’s Parent Infant Program is serving **530** infants and toddlers ages 0-5 and their families. There were **251** Deaf/Hard of Hearing, **252** Blind/Visually Impaired, and **27** Dual Sensory Impaired children.
- Christine Moleski attended the Regional Steering Committee Meeting in Chipley, FL, and shared information about FSDB’s Parent Infant Program services with professionals from Jackson, Holmes, and Calhoun counties.
- FSDB’s Parent Infant Program hosted SKI-HI Training Session 1 starting January 31 - February 2, 2020. There were 18 registered participants from across the state of Florida, Georgia, and Delaware. SKI-HI is a training for early intervention professionals who work with babies who are Deaf/Hard of Hearing and their families.
- Learning Community meetings were conducted at Nemours in Jacksonville on January 7, the Florida Early Hearing Detection and Intervention (EHDI) office in Tallahassee on January 22, and the Orlando Early Steps office on January 24 for stakeholders to gather and discuss service provision and early intervention for families of children identified as Deaf/Hard of Hearing. Further Learning Community Meetings are tentatively scheduled for West Florida on February 28 and South Florida on February 25.
- Additional regional outreach events for the Deaf/HH PIP include:
  - Family Event at Sensory Towne in Jacksonville, FL on January 8
  - Introduction of the Deaf Mentor program to families present at the Hands and Voice Conference on January 27.
  - Jennifer Cato, Director of Deaf/Hard of Hearing Parent Infant Program, attended the Next Steps Conference on January 27 to represent FSDB and present options to families with 3 year olds transitioning from Part C to Part B.
  - Jennifer Cato also attended the Hillsborough County Schools Family Picnic on February 8 to represent FSDB’s Parent Infant Program and Deaf Mentor Program.
  - There are plans to attend the Hearing Tech Expo on February 15 representing FSDB’s Parent Infant Program and share information on services offered.
- Regional Coordinator and FSDB Parent Advisor, Theresa Donaldson, attended the Braille Challenge Event in Tampa. She represented FSDB’s Parent Infant Program, discussed services provided to families in the natural environment, gave examples of types of vision loss that may make a child eligible for services, and briefly discussed the difference in functional vision
between children with ocular loss compared to those with visual procession concerns. FSDB and DBS pamphlets and business cards were distributed to interested persons.

- Martine Smith, Regional Coordinator of Blind/Visually Impaired PIP, hosted a Nights of Lights event for Parent Infant Program families in North-East Florida. Ten families enjoyed the event.
- Carol Fratti, FSDB Parent Advisor and Blind Babies Outreach Coordinator, assisted Early Steps personnel in the Treasure Coast to understand the Parent Infant Program. She met with Early Steps Coordinators and Supervisor Erica Jones to discuss the program, answer their questions about helping children with Visual Impairment, and distribute brochures.
- Carol Fratti also attended the Treasure Coast Interagency Meeting to represent FSDB. She exchanged information with other professionals who serve children with special needs in the county and beyond.

### L. Daniel Hutto Early Learning Center

- “The most important period of life is not the age of university studies, but the first one, the period from birth to six.” Maria Montessori
- The Early Learning Center is currently serving 22 students. There are 17 children who are Deaf/Hard of Hearing, four students who are Blind/Visually Impaired, and one student who is Dual-Sensory Impaired. Eighteen of the students are in the full-time Pre-K class and four are in the part-time Toddler class.
- Four D/HH preschool age children are currently scheduled for an admissions meetings or in the file review process.
- One ELC student temporarily withdrew while family who were impacted by the Puerto Rican earthquakes resettle – his family plans to re-enroll him after spring break.
- The Toddler Class is a 4-day a week program that meets Monday – Thursday from 9:00-11:30. Parents are welcome to bring their children any day(s). This class offers opportunities for language, social, and emotional development.
- There are weekly programs for parents that includes:
  - The ASL Literacy Workshop - Parents attend weekly meetings to practice learning a story and share the story with the ELC children during the last week of the month. In January, the parents shared “The Mitten” during a celebration of Winter Activities. Eight ELC parents participated by managing four different winter activity stations – children playing with frozen water beads while wearing gloves, playing the game “Don’t Break the Ice,” reading “The Mitten,” and making animal tracks in snow with white clay. The parents and children then shared a picnic lunch together.
  - The weekly Baby Dragon Club (BDC) topics in February included Love and Logic training – Practical Parenting from Birth to Six Years presented by ELC Teacher Dawn Parke. This was a favorite from last year and parents requested a second presentation to review and learn new information.
  - Sign-A-Story at the SJC Main Library is on Thursday mornings. Interpreting students from FSCJ interpret the story. The children enjoy story time with their hearing toddler peers and the families get exposed to new stories, music and activities weekly.
- A new Instructional Assistant has started working with our children. We are happy to welcome Melissa Romaine to the ELC. She transferred from the boarding program.
- The search for a qualified new teacher for Deaf/HH students continues.
• The ELC celebrated winter throughout the month of January culminating with a parent led day of winter activities. They learned about how to melt ice with salt, watched how ice melted and talked about animals in winter and their habitats.

• The ELC will be celebrating kindness during the month of February. The children will be learning about and doing acts of kindness for each other, their school, their families and their environment. They kicked off their 29 days of kindness by baking banana muffins and giving them to their bus drivers and chaperones.

LIBRARY MEDIA CENTERS

Cary White Monthly Report
Submitted by: Joy Carriger

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<tr>
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<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
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<td>Class Visits</td>
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<td>230</td>
<td>320</td>
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<tr>
<td>Total Students</td>
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<td>629</td>
<td>460</td>
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<tr>
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<th>Dec</th>
<th>Jan</th>
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</thead>
<tbody>
<tr>
<td>Student Walk in Visits</td>
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<td>157</td>
<td>309</td>
<td>258</td>
<td>231</td>
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<tr>
<td>Check in/out</td>
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<td>167</td>
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<tr>
<td>Computers/ AV Equipment</td>
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<td>50</td>
<td>53</td>
<td>54</td>
<td>13</td>
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<tr>
<td>Homework/ Free Read</td>
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<td>14</td>
<td>89</td>
<td>62</td>
<td>39</td>
<td>57</td>
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<tr>
<td>Total Student Walk-Ins</td>
<td>N/A</td>
<td>157</td>
<td>309</td>
<td>258</td>
<td>116</td>
<td>231</td>
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</table>

Total Students Assessing the Library
(class visits + walk-ins)

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</tr>
</thead>
<tbody>
<tr>
<td>Checked Out Items</td>
<td>N/A</td>
<td>452</td>
<td>648</td>
<td>453</td>
<td>108</td>
<td>546</td>
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<tr>
<td>Students</td>
<td>N/A</td>
<td>353</td>
<td>466</td>
<td>320</td>
<td>20</td>
<td>399</td>
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<tr>
<td>Staff</td>
<td>N/A</td>
<td>99</td>
<td>182</td>
<td>133</td>
<td>88</td>
<td>147</td>
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<tr>
<td>Total Items Checked Out</td>
<td>N/A</td>
<td>452</td>
<td>648</td>
<td>453</td>
<td>108</td>
<td>546</td>
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Library Class Activities
ELC K/2 - Popular Children’s Literature: The Hungry Caterpillar, Where the Wild Things Are, etc.
Elementary 3 – Dewey Decimal lesson, nonfiction trivia
Elementary 4-5 – Science Fiction Genre Study
Middle – Historical Fiction Genre Study
High – SSR & resources for finding eBooks: Goodreads, Teenreads
ESE – (3) BES – Forces/States of Matter, BMS: Historical Fiction Genre Study

Volunteer Work
Read aloud
Celebrate Literacy Week preparations
Shelving & straightening books
Braille book labels
Braille book marks

Special Events:
BMS - Book Club
Celebrate Literacy Week – BES Taste of the World

Lindheimer Media Center Monthly Report
Submitted by: David Snow
The Library Assistant position has been filled by a newly hired employee, Tracy Acuff. Tracy has already proven herself to be energetic and highly motivated with her responsibilities.

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<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>99*</td>
<td>80*</td>
<td>54*</td>
<td>59*</td>
<td>16*</td>
<td>48*</td>
</tr>
<tr>
<td>Student</td>
<td>48**</td>
<td>591**</td>
<td>1,415**</td>
<td>1,054**</td>
<td>820**</td>
<td>1259**</td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>671</td>
<td>1,469</td>
<td>1,113</td>
<td>836</td>
<td>1307</td>
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</tbody>
</table>

*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 :
Elementary - Week A: 8 (plus one class from Parent Program)  Week B: 3
Middle  - Week A: 10  Week B: 0
High School (incl. 12+ students) - Week A: 0  Week B: 19

Special Library Activities & Events:
The month of January, we introduced the DMS/DHS classes to the mystery genre for the month. For some classes, we introduced a well-known childrens’ author, Donald J. Sobol, who wrote a popular classic series Encyclopedia Brown. One of the stories in the series was read and
we challenged the students to identify the clues leading the main character nicknamed “Encyclopedia Brown,” to solve a mystery.

Another story that was read aloud to DES students was *Grandpa’s Teeth* by Rod Clement. It was a humorous mystery with some satire. The audience, including the teachers, really enjoyed it!

Reading is Fun (RIF) will be held during the week of April 27 to May 1.

**TECHNOLOGY SERVICES DEPARTMENT**

**Network and Technician area projects:**

- The Positive Attendance project is being rolled out campus-wide to allow for on-demand attendance through check-in and check-out bar code scanners in locations across the campus. Follow-up will be provided to add devices as found necessary by space and program owners. Attendance reports are being developed and shared with school, boarding and accountability leaders.
- Network maintenance was performed for the third quarter. A piece of equipment was identified in need of replacement. This work was done without any interruption to campus services.
- On-going configuration and updates are being performed to maximize the wifi network.
- Test Labs were set up and supported during ACT tests and in preparation for the annual End-of-Course test and Florida Standards Assessments (FSA).
- As part of our inventory and refresh project, many technologies, close to 10 years old, are being surplused. The equipment includes monitors, printers, and lower-cost computers.
- FSDB was the host site for a two-day regional training of technology professionals on managing wifi networks. About 15 participants from neighboring counties, NEFEC districts, and even two individuals from Georgia attended.

**Information Systems area projects:**

- FDOE Staff-Survey 3 was reported February 12 and FDOE Student-Survey 3 was reported February 13.
- Support is being provided to newly hired staff members learning to use various systems in their roles. Newly hired staff require support in utilizing our Office365 tools as well as applications and sites specific to their department and position.
- Student information system codes have been updated in the Discipline and MTSS Modules to support the Threat Assessment Policy and related procedures.
- Codes are being reviewed within the Discipline and MTSS Modules in preparation for the 2020-2021 Code of Student Conduct and Parent-Student Handbook being updated. These codes are reviewed at the district BORT meetings and will be approved in March to ensure there is adequate time to update documents which will be published this summer.

Submitted by:
Shelley Ardis
Administrator of Outreach and Technology Services