



Florida School for the Deaf & the Blind

Agenda

Board of Trustees Meeting
March 1, 2019, 9:00 a.m.
Moore Hall, Center for
Learning and Development

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III. <u>Roll Call</u>	
IV. <u>Introduction of Mason Dixon Champions</u> - Girls' Basketball team, Cheerleading team, and Boys' Basketball team	
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Florida School for the Deaf & the Blind

Board of Trustees – Meeting Minutes Moore Hall, Center for Learning and Development January 18, 2019, 9:00 a.m.

Attendance

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

Absent: Mr. Owen McCaul.

Call to Order

Mr. Christopher Wagner, Chair, convened the meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 9:00 a.m. in the Moore Hall Center for Learning and Development.

Pledge of Allegiance

Blind Elementary School student Gabriela Cuevas and Deaf Elementary School student Muntaser Wadi led the Board and the audience in the Pledge of Allegiance.

Approval of Meeting Minutes, December 7, 2018

Dr. Zavelson moved to approve the Board minutes of December 7, 2018. The motion was seconded by Mr. Hadley, and was approved unanimously by the Board.

President's Reports

Dr. Prickett reminded the Board that the 42nd annual Mason-Dixon Girls' Basketball Tournament would be held on campus January 22–25, 2019, and all the games would be livestreamed on FSDB's new website.

Dr. Prickett informed the Board that FSDB recently had a visit from the State Director of the Office of Safe Schools, Mr. Damien Kelley. The Director was very impressed with the School's electronic key system, and he asked Ms. Tracy Sampson, FSDB's School Safety Specialist, if she would do a presentation on the E-key system at the next School Safety Specialist meeting. Mr. Kelley was pleased with FSDB's safety measures already in place. He stated that "This is safest school I have visited so far," and he likened FSDB to "a fortress."

Dr. Prickett explained that all Florida schools have received a new directive from the Governor's office, which was a recommendation from the Marjory Stoneman Douglas High School Public Safety Commission Report: *"All campus building doors and classrooms should remain locked during school hours, and if they are open they should be staffed. All teachers should be able to*

lock doors from within the classroom and keys should be on their person at all times” (Copied directly from the report).

Dr. Prickett said, “We know this is counterintuitive, especially in Deaf culture, but we are looking for ways to work around this as fast as we can.”

Discussion: There was a lengthy discussion among the Board, Ms. Julia Mintzer, Ms. Tracy Sampson, Chief Chandlee and Dr. Prickett with regard to the above subject.

Public Comment

There were no public comments during this meeting.

Action Items

Action Item #1

Surplus Property

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

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

Action Item #2

2018-2019 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 that have deficits for FY 2018-19 for General Revenue and the Trust Funds.

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

Action Item #3

Use of FSDB Facilities Rate Schedule 2019-2020

Board approval was requested to implement the Use of FSDB Facilities Rate Schedule 2019-2020.

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

Unfinished Business

Rule Development Workshop.

Mr. Wagner suspended the Board meeting at 9:35 a.m. to open the Rule Development Workshop.

Mr. Sid Ansbacher, Board Counsel opened the Workshop and said he does not intend to amend the text of the rule, but rather to amend the link to the police manual. He explained that the way the rule is currently drafted, any changes to the manual also require that an announcement be made to amend the rule. Mr. Ansbacher said that he will do the announcement in Florida Administrative Register (FAR) on February 1 for the March 1, 2019, Board meeting.

Mr. Wagner asked if there were any public comments regarding the Rule. Hearing none, he closed the Workshop at 9:37 a.m. and reconvened the Board meeting.

President's Evaluation

Mr. Wagner thanked the Board for sending in their evaluations on time. He then explained the process of how the President's evaluation scores are compiled, and that Dr. Prickett's overall score was a 4.43, which on the State of Florida Employee Performance Evaluation scale equals "often exceeds expectations." Mr. Wagner thanked Dr. Prickett for her continued leadership and professionalism.

New Business

President's Evaluation Contract Renewal

Ms. Carrie Arnold, Director of Human Resources, said that she will have everything prepared for the March 1, 2019, Board meeting.

Department Updates

Business Services

Mr. Dave Hanvey of UBS reported that the Endowment Investment fund went down in December by 4.1 percent or approximately \$600,000. However, it rebounded in January and was up 3 percent or \$408,000. Mr. Hanvey explained that the markets are turbulent, causing some losses. However, he said, "It's our duty to make sure we protect the assets as best we can...to protect the kids every way possible."

Closing Comments

Mr. Hadley thanked Mr. Hanvey and his team for their ongoing efforts in managing the Endowment Investment funds. He said that Mr. Hanvey contacts him regularly to keep him updated. Mr. Hadley expressed his concerns about the admissions numbers and said, "That needs to be our priority this year." Mr. Hadley also said he wanted to let the Board know that later this day [1/18/2019], the Seminole County Sheriff (SCSO), Dennis Lemme, and the Sheriff's Chief of Staff, Mark Connelly, were coming to visit and tour FSDB, to learn about what the School has done to improve safety. Mr. Hadley is on the SCSO Foundation Board, and after FSDB's August Workshop on Campus Safety, he had shared with the Sheriff some of the things that FSDB is doing about safety. The Sheriff had expressed interest, and Mr. Hadley worked with Chief Chandlee to set up the tour.

Mrs. DiGonzalez thanked Ms. Grunder for the dorm program staff and especially Mr. Mack, who Mrs. DiGonzalez said is "so responsive." Mrs. DiGonzalez said that "It's just really nice to know that kids are safe. They're happy and healthy, and they are able to go out for a walk, and they're going to be safe."

Mrs. Chapman thanked Chief Chandlee and Ms. Sampson for all their efforts to make FSDB one of the safest schools in Florida for the students and the staff. Mrs. Chapman thanked Mr. Hanvey for all his work and commitment to FSDB, and she agreed with Mr. Hadley that "We do need to increase the enrollment numbers."

Dr. Zavelson expressed concern about nearby homeless people and "potential sexual offenders" hanging out at properties just outside the FSDB property. He said he would like to have a discussion about this subject at the next Board meeting. Dr. Zavelson also said that he really likes the new FSDB website, which is "much easier to navigate." And, Dr. Zavelson said, he was impressed by the show of support from so many FSDB staff members who had attended the memorial service for Jake Rhodes.

Mr. Wagner echoed the comments made by his fellow Board members. He said he likes the new website and that it is "so easy to navigate – awesome job!" He thanked Dave Hanvey for his work on the Endowment. Mr. Wagner also liked that the Director of Safe Schools had called FSDB a fortress. "And that's a good thing," Mr. Wagner said. He would like to see a story about the Seminole County Sheriff office coming here to tour the FSDB campus to learn about the School's safety measures. "We need for the rest of the State to know how safe FSDB is, and that we have an amazing team of educators, staff, and a leadership team who are all dedicated to the students," Mr. Wagner said.

Adjournment

Meeting adjourned at 10:03 a.m.

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

Jeanne Glidden Prickett, EdD, President

Christopher Wagner, Chair



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Report to the Board of Trustees

March 1, 2019

9:00 A.M.

St. Augustine, FL

President's Report

Mason-Dixon Tournament

FSDB hosted a successful Mason-Dixon Tournament for Girls' Basketball from January 23 to January 26. Eleven teams, including the FSDB girls' team, participated from schools for the deaf (including several dual schools like FSDB that include blind/visually impaired students) in the southeastern United States. The Mississippi School for the Deaf hosted the Boys' Basketball and Cheerleading tournaments in Jackson, MS during the same time period. Many FSDB staff members and volunteers worked tirelessly to make the event on campus memorable for athletes, their families, and fans both from FSDB and from the wider community.

FSDB girls won the championship in the on-campus tournament, and in Jackson, FSDB boys earned third place although they began in the fourth seed position. The FSDB Cheerleading squad took the first place in Jackson. Several girls were selected for the all-tournament team at the tournament here, and Olivia Brown was named the Most Valuable Player. FSDB Assistant Principal for Physical Education, Donna Johnson, was given the Mason-Dixon Conference Distinguished Service Award. Three FSDB boys were named to the Boys' All-Tournament team in Jackson.

We were very proud of the performances of all of the participants, and especially of the FSDB athletes. A high level of sportsmanship was evident throughout the event.

Settles Gymnasium was well-filled throughout the tournament. Both sides of the bleachers were used, which indicated how the fan base was expanding. Many fans came from neighboring states and the support from the deaf community in St. Augustine generally, including people not as closely connected with FSDB, was very nice to see. Alumni reunions were held co-currently with the tournament, which gave the teams more support. I was able to chat with many of those visitors and share with them what is happening for our students in our on-campus programs.

Campus Safety - Ongoing Activities

We continue to assess and implement the best practices for school safety. In early January, the Marjory Stoneman Douglas High School Commission issued its initial report, and best practices are a part of the report. We already have practices in place that are in alignment with those, and we are in the process of implementing others. The Governor has issued a

number of press releases and memos to the Florida Department of Education and the schools statewide regarding school safety efforts. We continue to review all directives and assess any areas that might need further attention.

Coming Events

We will have the second Expo for educators of students who are deaf/hard of hearing or blind/visually impaired on February 28. After the success of the first one, we have already received registrations for the second one from people who were unable to attend in the fall. There are interested people who are not in the target category, and we are welcoming them as well. The second Expo will expand on what we learned during the first about logistics, and areas of interest of the participants.

Jeanne Glidden Prickett, EdD



Class Code Count

Board of Trustees Administrator Positions	67
Teacher Positions	113
Specialist Positions	58
Select Exempt Service Positions	57
Career Service Positions	390

General Revenue Positions	653
Grant Funded Positions	32

Add/Delete

8132 Assistant Principal	11 to 12 months
8475 Administrative Assistant II	10 to 12 months

Service Awards

25 Years

Dawn Ausili

20 Years

Mary Wright

10 Years

Clothilda Allen
Marvin Baker

5 Years

Scott Weinman
Christina Thackston
Katherine Youngren
Nicholas McClure
Charles Raven
Jacquelyn Holder



Communications and Public Relations Department

Report to the FSDB Board of Trustees

March 1, 2019

This report summarizes department activities and accomplishments in fulfillment of the FSDB Strategic Plan 2017-2022 enrollment and related goals – for the month of January 2019.

Advertisements

- *Ongoing*: American Society for Deaf Children (ASDC) – *Endeavor* national magazine, full page digital/print ads; City of St. Augustine Fire Department annual magazine, half page print/digital ad; Council of Schools for the Blind (COSB)—*Howe's Now* monthly digital newsletter, digital ad; First Coast Relocation Guide— *2019 Guidebook*, half page print/digital ad and directory listing (Baker, Clay, Duval, Nassau, and St. Johns Counties); St. Augustine Orchestra (SAO) program book for 2018-2019 season, half page print ad.
- *Forthcoming (short-term)*: Parent magazine (targeted counties), summer camp circulars/ magazines.

Brand Identity/Standards

- Elements for campus-wide brand identity/standards are currently being developed. These include templates for stationery, newsletters, flyers, reports, and presentations, business cards, email signatures, and related digital and print materials.

Exhibits/Outreach

- West Florida Regional Braille Challenge, a national program of the Braille Institute; and the Second Annual Special Needs Resource Expo in Gainesville.
- *Outreach*: Supported dissemination of targeted informational packets to superintendents, ESE directors, and staffing specialists across the state (400+ packets), as well as at targeted events, meetings, and conferences. Provided the similar support for various campus departments.
- *Forthcoming (short-term)*: 24th Annual Tools for Success Family Conference; FSDB Expo; East Florida and Northeast Regional Braille Challenge events; Florida Nursery Growers & Landscape Association (FNGLA) Annual Show; and Flagler College Career/Networking Expo.

News Stories

- Posted five stories on the school website and social media, three of which were generated by the St. Augustine Record and one cross-post from Pathways to Literacy (*The Good Old Days at FSDB* by alumnae Jasmyn Polite). A large number of social media posts were also generated by various school departments.
- The FSDB Girls Basketball team were profiled by both the St. Augustine Record and First Coast News (local network television, two channels) as part of the 42nd Annual Mason-Dixon Girls Basketball Tournament hosted on the school campus.

Photo/Video

- Photos and videos were generated for student-related events on campus (42nd Annual Mason-Dixon Girls Basketball Tournament and FSDB Recognition Assembly; Parent Services student panels, and athletic teams), and teacher/staff photos for the school website.

Social Media – Website

- Launch of the new school website saw a total of 6,221 visitors (30% higher than January 2018), of which 77.2% were new. Visitors viewed a total of 31,856 pages (50% higher than prior year), each for an average of three minutes and 23 seconds. 46.32% of visitors were mobile users, with 45.29% desktop and 8.4% tablet users.
- 43 users communicated with FSDB personnel via web contact forms (separate from phone calls made). Most frequent topics: Tours, admissions, outreach, athletics, internships, and human resources.

Social Media – Facebook

- Total likes for the school's main page climbed to 11,474 (6% higher than January 2018), with 51 posts, reach of 56,203 and 163,396 impressions. The top post was a video of Blind High School students learning about hockey from the Tampa Bay Lightning; the video reached 7,410 people, with 489 reactions, 290 likes, 55 comments, and 47 shares.

Social Media – Twitter

- New followers increased to 1,437 (5% higher than January 2018), with 50 posts, 17,200 tweet impressions, 319 profile visits, and 29 mentions. The top tweet was about the FSDB Boys and Girls Basketball teams "back in action," which garnered 310 impressions.

Social Media – Instagram

- Total followers rose to 1,194 (40% higher than January 2018) with 12 posts that garnered 1,396 likes and 2,250 video views. The top post was a video of the FSDB Boys Varsity Basketball team running onto the court for their first game of the Mason-Dixon Tournament, which was viewed 505 times and liked by 157 people.

Social Media – Vimeo/Facebook Livestreaming

- Vimeo took over Livestream; our reconfigured account includes livestreaming, multicasting to Facebook, and embedding videos on the FSDB website. We streamed 32 events, of which 20 were done during the 42nd Annual Mason-Dixon Girls Basketball Tournament – with a total of 23,354 views on both Vimeo and Facebook. The top viewed event with 2,269 views was the Championship game between FSDB and Mississippi School for the Deaf.
- *Side Note:* FSDB held post-event Recognition Assembly on January 29 in Kirk Auditorium to celebrate the Mason-Dixon achievements of the Girls Basketball (championship), Cheerleading (championship), and Boys Basketball (third place) teams. Event specifics are on the school's Athletics and News pages.

Social Media – YouTube

- Uploaded two videos; our channel had a total of 197,500 impressions, 42 new subscribers, and over 20,500 views for 78,100 minutes. The top video was *The Wizard of Oz in American Sign Language* with over 6,700 views.

Social Media - Zenfolio

- Uploaded 277 photos from the 42nd Annual Mason-Dixon Girls Basketball Tournament, organized into 16 galleries.

School Museum & Campus Tours

- Hosted 141 visitors at the museum – of which 110 people who were in town for the 42nd Annual Mason-Dixon Girls Basketball Tournament, FSD Class of 1974 Reunion, and FSDAA Luncheon & Business Meeting, and 31 students/teachers from external ASL classes. Provided a campus tour for one visitor.



February is the last month for legislative interim committee meetings before the 2019 Legislative Session begins on March 2. Three weeks were authorized for committee meetings this month. Regarding the budget process, the Legislature used the first week to hear the Governor and his staff present the Governor's Recommended Budget for Fiscal Year 2019-2020. Full Appropriations Committees for both the Senate and the House heard overviews for the entire state budget including revenue sources, revenue reserves, and major spending plans for each policy area. Subcommittees of the Appropriations Committee reviewed their policy area jurisdiction in greater detail. No legislative budgeting approaches were announced nor discussed during these meetings.

The second week of the interim meetings was used to review in the subcommittees the status of major program initiatives funded by prior legislatures. Updates on key policies and programs were presented as well as the beginning of hearings on budget requests for the coming year. Again, no legislative planned budgeting philosophy or approaches to the development of the coming budget were decided or announced.

As to substantive legislation, the Marjory Stoneman Douglas School Safety Act passed and funded at around \$400 million last session is the major concentration for this session so far. Included in last year's allocations was \$175 million for student mental health services, \$75 million to hire more school resource officers and \$67 million for the guardian program, which was amended prior to adoption to preclude classroom teachers from participation.

The Legislature also created the Marjory Stoneman Douglas School Safety Commission to recommend how to implement the components of that act. A report from the Commission was released to the Governor and the Legislature.

The Senate Education Committee drafted and passed a proposed bill enacting recommendations by the Commission and Governor Ron DeSantis to allow vetted classroom teachers with concealed carry permits to be armed on campus. The bill known as, Senate Bill 7030 would also require local sheriffs' departments to provide the necessary training outlined in the Coach Aaron Feis Guardian Program, which allows "guardians", school personnel whose primary job duties are outside the classroom, to be armed. Only 25 of the state's 67 school districts had opted to go with guardian program, using only \$9.7 million of the \$67 million budgeted for it to train 688 guardians. Many districts said they would not adopt the program because they prefer to hire security guards or contract through local law enforcement agencies, others said they could not do so because current law states that sheriffs "may" provide the training rather than "shall" do so, leaving discretion to law enforcement rather than school boards to implement the program. A number of sheriffs across the state declined to provide guardian training, even after local school boards requested it, citing liability concerns from insurance providers. Among the Commission's recommendations was making it mandatory for local sheriff's departments to provide the training and doing away with the amendment precluding classroom teachers from being guardians, if the teacher has a concealed carry permit and volunteers to participate.

The Governor's education budget increases funding by \$100 million for school building security, \$10 million more for mental health programs and allows for the unspent \$57 million in this year's guardian program to be carried forward into next year. The proposed SB 7030 drafted by the Senate Education Committee, chaired by Sen. Manny Diaz would give total discretion to school boards to decide if they want to participate instead of giving sheriffs discretion to implement the program. The bill also includes a requirement that districts accurately report crime and safety incidents to the state. The proposal stipulates that superintendents found not to be doing so will have salaries withheld.

In further areas, I met with Senator Diaz and requested and reminded him that if the state's teachers are to get pay increases, a provision including FSDB's personnel is needed. He is very familiar with how FSDB personnel differ. He concurred and asked that I remind him if funded is proposed.

I also met briefly with the Education Commissioner, Richard Corcoran. I offered to set up a meeting and a visit for him with the school. He said he would reach out in the future.

As of the date of the submission of this report, the third week of the interim meetings has not yet occurred.

Coming activities:

The legislature will begin to craft its budget during the second week of the Legislative Session. Recommendations from the Governor keep FSDB adequately funded in operations but there is no funding proposal for the replacement of Gregg Hall. Securing this from the Legislative Budgets is the focus.

Submitted by:

Patsy Eccles
Legislative Specialist



The Outreach Department continues to build collaborative relationships throughout the state and on campus. The most recent and coming events and activities are summarized in the following sections, continuous support of the strategic plan, focusing on Priority Goal 3: Enrollment and Retention and Priority Goal 5: Stakeholder Relationships and Communication.

FSDB Expo Statewide Campus Event- *Specifically designed for Florida school district personnel serving students who are deaf/hard of hearing and blind/visually impaired – it will showcase school resources offered to current students, including outreach services*

- February 28, 2019, FSDB Expo- *Approximately 50 registration forms received.*

Newly Designed Outreach Packets- *Outreach packets are available during conferences, FSDB vendor booths, FSDB Expo and when Director of Outreach is traveling and networking.*

- Eighty packets were disseminated directly to ESE State personnel, school personnel, D/HH teachers during RMTC/FSDB Finger Spelling Workshop, Tampa Braille Challenge which include parents and teachers of the visually impaired.
- Three hundred and twenty-three packets were disseminated directly to Superintendents, ESE Directors, Staffing Specialists across the state during January
- The Outreach Department will connect with these community service providers, including in surrounding counties: Ophthalmologists, Pediatricians, Audiologists, Early Intervention personnel, to provide information about FSDB for families they serve.

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

Districts: Bay, Brevard, Clay, Colombia, Collier, Duval, Lake, Lee, Monroe, Manatee, Seminole

Other Agencies/States: RMTC, FIMC, Lighthouse Central Florida, VERC, FSCJ, UF Health-Neurodevelopmental Pediatric Center, CANVAS Educational Center

Florida School District Outreach Evaluations Requests Facilitated

- Monroe County - D/HH students
- Washington County- D/HH students
- Seminole County- B/VI students

Florida School District Outreach Evaluations Scheduled-

- Suwannee County- D/HH student

FSDB Outreach Department Representation – staff participated and/or presented at the following conference or meetings,

- Lee County- Assistive Technology Training on-site visit for VI staff in January.
- Collier County - Assistive Technology Training on-site visit for VI staff in January.
- Florida Instructional Materials Center for the Visually Impaired (FIMC) - FSDB Outreach Table Braille Challenge Tampa Event.
- Resource Material Technology Center for Deaf/ Hard of Hearing (RMTC)- ESE Director Focus Group in Lake County
- Institute for Small and Rural Districts Winter Institute, Destin, FL.

Social Media

	Facebook	Instagram	Twitter	LinkedIn
Total Followers	144	93	100	61
New Followers	44	13	15	21

Respectfully Submitted by:
Elizabeth Wilcox
Director of Outreach

**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

February 6, 2019

Mrs. Julia Mintzer
Administrator of Business Services

Re: Surplus Review
Board Report

Mrs. Mintzer:

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

FSDB#	Description	Age	Acq. Cost
#56387	HARDWARE AVAMAR G4S M600	3 YRS	\$10815.00
#56208	UCS C240 M4 SFF 8 HD W/O EXPDR, CPU	3 YRS	\$6311.90
#56538	HP PROLIANT DL160 BACKUP / ACTIVE DIR	3 YRS	\$1979.01
#56537	HP PROLIANT DL160 BACKUP / ACTIVE DIR	3 YRS	\$1979.01
#56536	HP PROLIANT DL160 BACKUP / ACTIVE DIR	3 YRS	\$1979.01
#56032	EMC DATADOMAIN DD 160 SYSTEMS	5 YRS	\$8361.35
#55950	CONFIGURABLE HP PROLIANT DL160GEN 8	6 YRS	\$7269.03
#55744	EMCV VNX 3150 SAN SYSTEM	6 YRS	\$14622.75
#55737	HP PROLIANT DL 160 BASE GEN 8	7 YRS	\$7978.62
#55736	HP PROLIANT DL 160 BASE GEN 8	7 YRS	\$7978.62
#55724	VESSRAID STORAGE SYSTEM	7 YRS	\$2163.71
#55690	QUAD CORE INTEL XEON PROCESSOR	7 YRS	\$2589.66
#55615	HP PROIANT DL160 G6 HOT PLUG SERVER	7 YRS	\$2223.62
#55692	APPLE IMAC	7 YRS	\$1399.00
#55444	HIVE AP 340	8 YRS	\$1495.12
#55446	HIVE AP 340	8 YRS	\$1495.12
#55445	HIVE AP 340	8 YRS	\$1495.12
#55442	HIVE AP 340	8 YRS	\$1495.12
#55447	HIVE AP 340	8 YRS	\$1495.12
#55365	IMAC 27" / 3.20 / 2X2GB / ITB / S5670 / S COM	8 YRS	\$1599.00
#55440	HIVE AP 340	8 YRS	\$1495.12
#55437	HIVE MANAGER NMS APPLIANCE 3VHM	8 YRS	\$2639.12
#53639	2010 DODGE CARAVAN	9 YRS	\$18291.00
#53640	2010 DODGE CARAVAN	9 YRS	\$18291.00
#53642	2010 DODGE CARAVAN	9 YRS	\$18291.00
#53655	HP SERVER ML330	9 YRS	\$1759.01
#54355	MACBOOK PRO 15"	9 YRS	\$1525.31
#53643	MACBOOK PRO	9 YRS	\$2482.00
#55006	MACBOOK AIR 13"	9 YRS	\$1797.00

#54458	MACBOOK PRO	9YRS	\$2254.00
#52338	SENTEO 24 SYSTEM W/ RECEIVER	10 YRS	\$1345.00
#51593	2006 DODGE MINI-VAN	14 YRS	\$15968.00
#51594	2006 DODGE MINI-VAN	14 YRS	\$15968.00
#49217	PROJECTOR INFOCUS LP 280	16 YRS	\$1450.00
#48205	ICE MACHINE, ICE-O-MATIC	18 YRS	\$2572.60
#46432	CYCLE, MONARCK 818e ERGOMETER	21 YRS	\$1095.00

Review board:

Susan Bright
Purchasing Director

Shelley Ardis
Executive Director, Technical Services

Corbett Owens
Technology Resource Coordinator

Trish McFadden
Director of Transportation

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

SUBJECT: Maintenance and Repairs – Safety and Security

PROPOSED BOARD ACTION

Board approval is requested to procure and install equipment to replace and enhance fire alarm systems, card access, emergency warning systems, and campus-wide monitoring systems.

Note: This project is in alignment with the Facilities Master Plan and PECO Legislative Budget Request approved by the Board of Trustees on May 18, 2018. The scope of the project has been expanded to a campus-wide effort in alignment with the safe school initiatives outlined in SB7026 and the Marjory Stoneman Douglas Commission Report. This project will be funded with PECO and carry forward funds.

- Phase 1 – This project budget is not expected to exceed \$1,950,000.00 for eleven buildings.
 - Phase 2 – This project budget is not expected to exceed \$2,100,000.00 for thirteen buildings.
 - Phase 3 – This project budget is not expected to exceed \$3,100,000.00 for nineteen buildings.
-

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

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

SUBJECT: FY 2018-19 Operating Budget - Revision #2

PROPOSED BOARD ACTION

Board approval is requested for FY 2018-19 Operating Budget - Revision #2

Note: Revision #2 reflects a budget realignment in support of safe school initiatives.

Safety/Security/Health/Welfare Enhancements	\$756,780.00
Furniture – Student Spaces	(\$58,184.00)
Mechanical Enhancements	(\$447,832.00)
Technology Enhancements	(\$150,764.00)
Property Enhancements	(\$100,000.00)

Attachment: 2018-2019 Operating Budget - Revision #2 (02/13/2019)

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

**The Florida School for the Deaf and the Blind
2018-19 Operating Budget**

FY 2018-19 SPECIAL CATEGORY - RISK MANAGEMENT INSURANCE (103241)

From General Revenue	\$ 732,088.00
From Administrative Trust Fund	61,667.00

FY 2018-19 GENERAL REVENUE FUND (104166)

Salaries and Benefits	37,446,835.00
Other Personal Services	3,112,501.00
Expense	4,322,362.00
Operating Capital Outlay	633,869.00
Food Products	302,200.00
Special Categories:	
Professional Supplements	116,990.00
Overtime	113,522.00
Students Home on Weekends	1,815,525.00
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TOTAL GENERAL REVENUE FUND **47,863,804.00**

FY 2018-19 ADMINISTRATIVE TRUST FUND (104166)

Salaries and Benefits	185,263.00
Other Personal Services	50,750.00
Expense	40,750.00
Operating Capital Outlay	5,000.00
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TOTAL ADMINISTRATIVE TRUST FUND* **281,763.00**

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

FY 2018-19 FEDERAL GRANTS TRUST FUND (104166)

Salaries and Benefits	1,266,618.00
Other Personal Services	331,008.00
Expense	413,335.00
Operating Capital Outlay	8,995.00
Food Products	50,000.00
Overtime	5,000.00
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TOTAL FEDERAL GRANTS TRUST FUND* **2,074,956.00**

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

FY 2018-19 GRANTS AND DONATIONS TRUST FUND (104166)

Salaries and Benefits	835,656.00
Other Personal Services	1,039,431.00
Expense	216,357.00
Operating Capital Outlay	151,506.00
Food Products	500.00
Overtime	1,250.00
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TOTAL GRANTS AND DONATIONS TRUST FUND* **2,244,700.00**

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

FY 2018-19 SPECIAL CATEGORY - PEOPLE FIRST ASSESSMENT (107040)

From General Revenue	208,814.00
From Administrative Trust Fund	41,207.00

TOTAL FY 2018-19 SPECIFIC APPROPRIATIONS **\$ 53,508,999.00**

FY 2018-19 SPECIAL CATEGORY - CARRY FORWARD (130300)

(Per Section 1011.57(4), F.S.)

**The Florida School for the Deaf and the Blind
2018-19 Operating Budget**

Carry forward from General Revenue	\$ 20,543,847.35
FY 2017-18 Payables	2,073,494.36
FY 2017-18 Encumbrances	<u>251,725.74</u>
Subtotal - Prior Years' Payables and Encumbrances	2,325,220.10
FY 2018-19 Recommended Projects	
Maintenance Equipment	76,452.00
Campus-wide Planning	195,000.00
Furniture - Student Spaces	310,816.00
PECO/FCO Advances (revolving balance)	500,000.00
Mechanical Enhancements	55,000.00
Structural Enhancements	1,010,764.00
Safety/Security/Health/Welfare Enhancements	1,872,921.00
Technology Enhancements	1,368,197.00
Gore Hall Building Renovation	1,668,831.44
Property Enhancements	3,115,292.63
Subtotal - Recommended Projects	10,173,274.07
Emergency Reserve - Disaster Recovery	1,200,000.00
Emergency Reserve - Operating	
Minimum of 5% and up to two months average General Revenue expenditures based on the two prior fiscal years	<u>6,845,353.18</u>
TOTAL CARRY FORWARD FUND	<u>\$ 20,543,847.35</u>
FY 2018-19 SPECIAL CATEGORY - NONOPERATING TRANSFER AUTHORITY	
From Administrative Trust Fund (180007)	200,000.00
From Federal Grants Trust Fund (180200)	4,000.00
From Federal Grants Trust Fund (181259)	200,000.00
From Federal Grants Trust Fund (185080)	200,000.00
From Grants and Donations Trust Fund (181259)	<u>30,000.00</u>
FY 2018-19 TOTAL APPROPRIATED FUNDS	<u>\$ 74,686,846.35</u>

**The Florida School for the Deaf and the Blind
2018-19 Operating Budget**

History:

7-1-18 All figures, except carry forward and nonoperating transfers, tie to Laws of Florida, Ch. 2018-9

8-6-18 Per EOG Memo #19-005 Casualty Insurance Realignment - Category 103241

Fund 1000	260,193.00
Fund 2021	12,746.00

8-6-18 Per EOG Memo #19-006 Human Resources Services Adjustment - Category 107040

Fund 1000	(431.00)
Fund 2021	(85.00)

8-27-18 Per EOG Memo #19-009 State Employee Retirement Adjustments

Fund 1000	98,443.00
Fund 2021	145.00
Fund 2261	3,170.00
Fund 2339	1,508.00

8-27-18 Per EOG Memo #19-010 Basic Life Insurance Premium Adjustments

Fund 1000	(7,093.00)
Fund 2021	(10.00)
Fund 2261	(228.00)
Fund 2339	(109.00)

8-27-18 Per EOG Email Salary and Benefit Adjustments (LEO), Effective 7-1-18

Fund 1000	35,364.00
Fund 2021	53.00
Fund 2261	1,139.00
Fund 2339	542.00

~~4-1-18~~ 11-30-18 Per EOG Memo #19-014 State Employee Health Insurance Adjustments

Fund 1000	288,929.00
Fund 2021	444.00
Fund 2261	9,749.00
Fund 2339	4,637.00

2-13-19 Budget Realignment - Category 130300

Fund 1000	756,780.00	Safety/Security/Health/Welfare Enhancements
Fund 1000	(58,184.00)	Furniture - Student Spaces
Fund 1000	(447,832.00)	Mechanical Enhancements
Fund 1000	(150,764.00)	Technology Enhancements
Fund 1000	(100,000.00)	Property Enhancements

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

SUBJECT: 2019-2022 FSDB District English Language Learners (ELL) Plan

PROPOSED BOARD ACTION

Board approval is requested for the 2019-2022 FSDB District English Language Learners (ELL) Plan.

Presenter/Department: Betsy Gaura – Director of ESOL

Tracie Snow, Administrator of Instructional Services



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

District English Language Learners (ELL) Plan

Contact Person: Betsy Sotillo-Gaura
LEA: Florida School for the Deaf and the Blind
Email: gaurab@fsdb.k12.fl.us
Phone: 904-827-2527

Rule 6A-6.0905
Form ESOL 100
(May 2017)

4/1/19

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FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Florida School for the Deaf and the Blind (FSDB)		Betsy Sotillo-Gaura ELL Director	904-827-2527 gaurab@fsdb.k12.fl.us
(4) MAILING ADDRESS: 207 North San Marco Avenue Saint Augustine, Florida 32084		(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:	
(6) CERTIFICATION BY SCHOOL DISTRICT			
<p>The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.</p> <p>I, <u>Jeanne Glidden Prickett, EdD</u> , do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.</p>			
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed	_____ Date of Governing Board Approval
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)			
Name of Chairperson representing the District ELL PLC: Contact Information for District PLC Chairperson: Mailing address: E-mail Address: Phone Number: Date final plan was discussed with PLC: 			
_____ Signature of the Chairperson of the District PLC		_____ Date Signed by PLC Chairperson	

DISTRICT ENGLISH LANGUAGE LEARNERS PLAN ASSURANCES AND CERTIFICATION

School districts are required to abide by a set of assurances when developing and implementing programs and services to students classified as English Language Learners (ELLs), and are required to ensure school- and district-level personnel comply with all the requirements and provisions set forth in the laws, rules, regulations, and federal court orders listed below:

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902; 6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in *Castañeda v. Pickard*, 1981;
- The requirements based on the Supreme Court decision in *Plyler v. DOE*, 1982;
- The requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

By signature below, I, Jeanne Glidden Prickett, EdD, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

Superintendent's Signature

Date

Florida School for the Deaf and the Blind School District

Section 1: Identification (Rule 6A-6.0902, F.A.C.)

Enrollment Procedures and Administration of the Home Language Survey (HLS).

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs).

The registrar sends and receives the Home Language Survey (HLS) from the parents. The registrar is also responsible for collecting information from students at Admission. Enrollment and registration procedures are the same for all students. The HLS is included in the enrollment application packet. The enrollment package can be downloaded from the FSDB website or is sent directly to parents upon request when applying to FSDB.

Information is entered into the school's data system. This information includes: native language, country of birth, immigrant student and date of entry into US school, which is provided by parent/guardian during the registration process.

Below are links to the admissions process:

<https://www.fsdbk12.org/admissions>

At admission, when necessary, the admissions coordinator is responsible for explaining to parents the purpose of the HLS and for ensuring that the survey is completed as a part of the initial registration application process.

How do LEA procedures compare to those followed for non-ELLs?

Procedures are the same. If any of the three questions on the HLS are answered “yes”, the school’s ELL staff will contact a file review. Once the student is enrolled at FSDB, the ELL Department will determine eligibility into the program.

Into what languages are the HLS translated?

Spanish. If the families speak another language, an interpreter is hired, when feasible.

How does the LEA assist parents and students who do not speak English in the registration process?

Spanish interpreters are available at registration to assure that our Hispanic parents comprehend. Interpreters for other languages such as: Arabic, French, Haitian Creole, Russian, are represented, when needed, and if feasible. FSDB also uses a language line, if needed for other languages.

How do you identify immigrant students?

Immigrant student information, along with the DEUSS is captured on the Student Enrollment/Registration form. The term immigrant children and youth means individuals who:

- (A) are ages 3 through 21; and
- (B) were not born in any State, the District of Columbia or Puerto Rico; and
- (C) have not been attending one or more schools in any one or more states for more than 3 full academic years.

Based on this definition, the student's immigrant code is Y and data element number is 131785.

How is Date Entered US School (DEUSS) obtained in the registration process?

Part of the application is the HLS. Question #5 in the Home Language Survey (ELL Questionnaire) specifically asks, "When did the student enter a US School?"

Please include a link to your HLS. (it is part of our application, available in English & Spanish)

<https://www.fsdbk12.org/admissions>

Spanish application:

https://docs.wixstatic.com/ugd/527372_68285cf0d174416fb7498dc0d723f853.pdf

English application:

https://docs.wixstatic.com/ugd/527372_a5d78b403bd142afa36bc53b841d4fe1.pdf

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

- ☐ Registrar
- ☒ ESOL Coordinator/Administrator
- ☒ Other (Specify) bilingual para
ELL Specialist for the Deaf
ELL Teacher for the Blind

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA and procedures followed to determine if a K-12 student is an ELL.

- TRES (Trilingual Receptive and Expressive Screening), Part I and/or
- Brigance Diagnostic Assessment of Basic Skills, Revised Spanish Edition: Subtest:
- Listening Comprehension

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

All students that enter FSDB must go through an admissions process. This process consists of a panel of evaluators that assess and determine if a student meets admissions criteria for enrollment at FSDB.

File reviews are done on every student applying with an affirmative on the HLS.

If the student is accepted into FSDB, then there are 3 possibilities for ELL:

1. Student is deferred based on information gathered on the HLS, student record and observation.
2. Student already comes with an ELL identification.
3. Student is referred for an ELL evaluation.

All ELL evaluations are completed within 20 days of enrollment.

Part of the admissions process for ELL is if on the HLS, there are "no" answers, then a N/A is placed on the admissions form. This lets the ELL department know that the student is not eligible for ELL.

If the student answers a "yes" on any of the 3 questions from the HLS, the registrar or Admissions Coordinator leaves a blank on the student record which indicates to the ELL staff that a file review must take place.

Once a file review is completed, a date is given to invite the student for the admissions meeting. At that time, the ELL department already is aware of the student based on the file review.

On the day of the admission, the ELL staff is prepared, based on the file review.

The 3 options are:

1. Student comes in with an ELL label, ELL staff attend the IEP and either keeps current ELL Goals or writes new goals.
2. Student is clearly not ELL based on file review and observation.
3. Student appears to be ELL based on file review and observation, so after admitted, will be referred for an ELL evaluation to determine services.

A formal request will be sent to the ELL department to schedule an ELL evaluation. This evaluation will be completed within 20 days. After the evaluation is completed, a report is generated and sent to Related Services and the IEP Coordinator is informed of its completion. The ELL Staff is contacted by the respective IEP Coordinator for an IEP review.

If the student has already been identified as ELL in another district and is deemed eligible for FSDB, he or she will continue to receive ELL services. If the student was not identified as ELL and through the observation appears to benefit from ELL services, then a referral for an ELL assessment is

scheduled. The ELL staff schedules and conducts the assessment, then shares the results at an Individual Educational Plan (IEP) meeting. Parents and student are involved in this meeting.

The other option would be that after observation, the team and ELL staff determine that the student would not benefit from ELL services.

The ELL staff makes sure that the listening and speaking test is conducted within 20 days of enrollment. All students who are not proficient on the Listening and Speaking L/S assessment qualify for ELL services and are coded as LY. Students enrolled in kindergarten through second grade who score within the fluent English speaking range of the (L/S) assessment are determined as non-ELL (ZZ). Students in grades 3-12 who score proficient in L/S are then administered a reading and writing assessment that must be completed as soon as possible after initial enrollment, but no later than thirty (30) days after enrollment. If the student enrolls at another time during the school year, parents are informed through the IEP.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA and procedures followed to determine if a student is an ELL in grades 3-12.

Brigrance, Spanish Edition, Revised, Word Recognition Grade Placement subtest Informal Writing Sample

3. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

Every ELL student, as appropriate, is tested in listening, speaking, reading and writing after deemed eligible for admission at FSDB. Every ELL student is also assessed annually. If the student is profoundly deaf, the team makes a decision to exempt the student from the listening and speaking test. There are safeguards to assure that all evaluations are conducted within the 20-day period as mentioned beforehand. All decisions are made during the IEP/ELL committee meeting which consists of a group of educators, ELL staff and an IEP Coordinator.

A student who is determined not to be ELL based solely on one reading or writing assessment, may be referred to an ELL Committee by a Teacher or Parent. The parents' preference as to whether a student is determined to be an ELL or not to be an ELL shall be considered in the final decision. The IEP/ELL Committee may determine a student to be an ELL or not to be an ELL according to consideration of at least two (2) of the following criteria in addition to the entry assessment results:

1. Extent and nature of prior educational or academic experience, social experience, and a student interview,
2. Written recommendation and observation by current and previous instructional and supportive service staff,
3. Level of mastery of basic competencies or skills in English and heritage language

- according to local, state or national criterion-referenced standards,
4. Grades from the current or previous years, or
 5. Test results other than the entry assessments

Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.

Before a student arrives for admission (which is the day that students who want to enroll at FSDB are evaluated to determine eligibility), all academic information is reviewed by the Staffing Team which includes the Admissions Coordinator, Educational Diagnostician, Psychologist, and Social Worker. Once the student is deemed eligible for FSDB other staff are involved, such as: ELL staff, Audiologist, medical staff, Occupational Therapist, Physical Therapist, etc. Additional information is requested if necessary, and additional academic evaluations are conducted at the admissions meeting, if needed, to ensure that current academic data is gathered.

Students that have limited or no prior school experience are recommended for ELL services. The students at the high school level are then scheduled into an ELL English/Language Arts class taught by an ELL Certified Teacher. Other subject areas are taught by ELL endorsed teachers who use ELL strategies to deliver comprehensible instruction. Middle School and Elementary-aged students are pulled out weekly by ELL staff to work on goals developed at their IEP/ELL meeting.

A trained ELL Language Facilitator is available to assist students in the school to assist basic subject area teachers with the delivery of comprehensible instruction to ELL students. The basic subject area teachers and the bilingual or trilingual teacher/ELL Director work together to develop an in-class or pull-out program that is based on the needs of the ELL students and supplements the ELL strategies provided by the classroom teacher. Language facilitators are hired to assist the ELL students in their primary language support. These language facilitators receive training from the ELL Director and work closely with the ELL department.

The students at FSDB are placed into appropriate grade levels, appropriate subject areas, and appropriate course levels based upon the recommendations of their IEP/ELL committee. This highly individualized scheduling, is required by law, ensures that all students have equal access to all areas and courses. In developing the schedule of each ELL student, the ELL Director and the Assistant Principal of each department assure placement of those students into classes taught by qualified teachers using ELL strategies. (links to both intake and admission process below).

ELLs are placed accordingly and academic success is monitored to ensure that accurate placement decisions were made. These procedures are documented on the programmatic assessment form and are maintained in the student's ELL folder.

LINK:

<https://www.fsdbk12.org/admissions>

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

Transcripts are translated if necessary, and then credit is issued based on how they correlate to the Florida Course Code. If there is no documentation of courses taken, then no credit is issued.

If the course/s taken does not correlate to the Florida Course Code then a course description is requested from that country. If this is not possible, then each code that does not correlate is reviewed to determine what credit is issued; for example, Social Studies transfer, Math transfer, etc.

Per 6A.6.0902 section 3 part b, "The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district-adopted policies regarding age appropriate placement shall be followed as are followed for students born in the United States." Student placement is not based solely on English Language Proficiency; an academic skills assessment may be administered in the home language if possible.

Students must have documentation of completed courses in order to receive high school credit. Course transfer waivers may be given if documentation is provided. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide transcripts or documentation of prior educational experience. School counselors and administrators will review transcripts and award credit for courses completed in another country where the course is similar in scope and sequence, but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may also be used to issue credit.

The age of the student will also be taken into consideration. Parent/Guardian and student interviews, as well as IEP/ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL Staff and/or district administrator may be included to determine appropriate placement. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic

achievement.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English).

English classes taken in a non-English speaking country, are considered a Language Arts transfer. A Foreign Language taken in a non-English speaking country is considered a Foreign Language Transfer.

The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. Language Arts credits are awarded to students transferring from other countries for language arts classes taken in the student's native language. For foreign languages that the student may have taken, those may be transferred as waivers following the guidelines outlined in the Student Progression Plan approved by the Board of Trustees.

What is the title of person(s) responsible for evaluating foreign transcripts? How are they trained? How is documentation maintained?

The Assistant Principal and the guidance counselor are responsible for student schedules and work together to match classes taken in foreign countries with the Florida Course Code. Transcripts from former schools (U.S. and abroad) are maintained in student files.

School counselors receive training periodically throughout the school year on transcript evaluation resources, such as acceptable websites and guides, and is documented through sign-in sheets. When school staff have questions or need clarification, they will contact the ELL office and/or school based guidance counselors for assistance.

Re-evaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

All students who withdraw from FSDB and re-enroll must go through the admissions process. If the time frame for re-entering the LEA from another school district in Florida, state or country has been longer than one year, a current English language proficiency assessment will be administered to ELL's who have an affirmative response on the HLS at the time of re-entry/registration. This information will help determine placement and current services, but the original HLS, entry,

classification and DEUSS date remains the same.

For LYs transferring from one school district to another within six months, no new assessment is necessary and ELL services continue as indicated by previous school records. All original reporting data stays the same. For out-of-state LYs new to FL, DEUSS date stays the same, but HLS, entry and classification date are changed to reflect Florida services. For students new to the country, the DEUSS date is the date of enrollment, and the appropriate HLS, classification and entry dates must be reported. The DEUSS date can never be after the classification and entry dates.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.

The student's ELL plan is developed at admissions then annually for IEP/ELL meetings. This plan is developed with input from the guidance counselor/social worker/mental health counselor, classroom teacher(s), IEP Coordinator, administrator (or designee), ELL staff, parents and other interested participants. Each student that qualifies for ELL services has an individualized educational plan. The ELL plan is written by an ELL staff and/or designee and shared at the IEP/ELL Committee meeting. Current educational testing information is used to develop goals for the student. This information is shared at the IEP/ELL meeting.

During the annual IEP/ELL meeting, new ELL goals and recommended service hours are shared with the committee. All members of this committee either agree with the goals or recommend changes/additions.

The ELL Plan is part of the IEP and includes: name, date, assessment data, goals, ELL assessment (entry and/or exit data), academic information, other related services and is very comprehensive. In addition to the information that is written on the IEP, an ELL Placement Form is included. The form reflects current ELL testing information as well as recommended hours for ELL services. The form is attached to the IEP.

The guidance counselor or designated ELL contact, along with the classroom teacher(s), is responsible for completing the student ELL plan.

The plan will reflect the student's instructional program or schedule designated by the Program (130 code) that will include programs other than ELL and documentation of the use of appropriate ELL strategies and services. The ELL plan can include specific accommodation procedures for state assessment programs as well as classroom assessments. Current ELL assessment and state assessment data is included in the ELL plan.

The plan will be updated annually at the IEP/ELL meeting and when services change (during an IEP Review meeting) and must reflect the most current ELL plan and service. The plan will be maintained in the student information system and/or cumulative record folder.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

The elements of the student ELL plan which are on the IEP, will include the student's name, date of entry, and current ACCESS for ELL scores and state assessment data. The plan will reflect the student's instructional program, amount of instructional time or instructional schedule, documentation of the use of appropriate ELL strategies, and a description of all provided services. The teacher is part of the meeting so is aware of all speaking/listening/reading/writing competencies. The student's academic progress may be reviewed, and records from previous schools are examined, if available. Student ELL plan information will include previous and current teacher input through interviews to gain information on socialization and participation in the general classroom setting.

This plan is followed closely and student progress is reported to parents every 9 weeks. The ELL Director and/or designee keeps a record of academic progress that is ongoing until the next annual IEP meeting. At the following IEP/ELL meeting, the process begins with another evaluation to determine whether or not the student continues to qualify for services.

All testing information and documentation is kept in the student's file.

All communication is in the language that the parents understand, if feasible.

Note: Attached is a copy of the ELL Plan which is part of the IEP.

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model can be found in the current Florida Department of Education (FDOE) database manuals on the FDOE website. *(Check all that apply)*

- X Sheltered English Language Arts
- X Sheltered Core/Basic Subject Areas

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- ☐ Mainstream-Inclusion English Language Arts
- X Mainstream-Inclusion Core/Basic Subject Areas
- ☐ Maintenance and Developmental Bilingual Education
- ☐ Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

The FSDB requires all teachers to complete the ELL training as required in the Consent Decree. Thus, each teacher with ELL students delivers understandable instruction to those students by using ELL strategies as specified in the five college level ELL courses identified in the Decree, or in the DOE 300-hour inservice component. Over 90% of FSDB academic staff meet the "in field" requirement. All new hires sign contracts stating their required ELL training requirements and are given timelines to complete their state-required ELL professional development training.

High School ELLs are placed in a Sheltered English Language Arts class where they receive comprehensible instruction from the ELL Teacher and/or ELL Specialist. Elementary and Middle School ELLs are served either in a push-in or pull-out model. Those recent arrivals needing more native language support, are provided an ELL Language Facilitator, if feasible.

Bilingual and/or Trilingual ELL teachers or paraprofessionals provide appropriate native language support at the ELL's individual proficiency level. These courses are designed for non-English speakers or very limited English speakers. Once ELLs demonstrate competency in English as determined by the ACCESS for ELLs test, they are moved to a mainstream-inclusion English Language Arts classroom. ELLs in mainstream-inclusion Language Arts and core subject areas receive comprehensible instruction through ELL strategies, supplemental materials and language support in classes with both ELLs and non-ELLs. Teachers in both instructional models must have the appropriate training requirements, document ELL strategies and monitor the language acquisition progress of ELLs.

FSDB Instructional Model:

High School level-Self-contained class, utilizing Sheltered English.

Middle and Elementary School-Pull out or push in, using Sheltered English.

Note: Transitional Bilingual is utilized for students whose native language is Spanish since the ELL Teacher and ELL Specialist are fluent in Spanish.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

All students have equal access to the curriculum. ELL students receive the same curriculum by ELL endorsed teachers and if needed with the assistance of an ELL Language Facilitator. The ELL teacher is supervised by the ELL Director and/or designee to assure that comprehensible instruction

is being presented and that access to the curriculum is being met. Procedures for utilizing available student services and programs are uniform across all nationalities and disabilities. FSDB has several schools on campus. Students have access to all services.

To ensure equal access to instruction, ELLs in grades K-12, class schedules are maintained in the student record system along with teacher schedules. Regardless of the instructional approach implemented, ELLs receive instruction that is aligned to state standards, and is comprehensible, equal and comparable in amount, sequence, quality and scope as their non-ELL peers.

In addition to academic services, psychologists, social workers and guidance counselors work closely with the ELL Director to provide services to the ELL students. Through this process, ELL students receive the same Mental Health services that are available to non-ELL students.

Equal access evidence will be observed by school site administrators through classroom visits, lesson plans and teacher interviews. Although supplemental instructional materials can be used, textbooks for ELLs are the same as those used for non-ELLs. ELLs in grades 9-12 must have access and receive credit towards graduation in core subject areas of English Language Arts, mathematics, science, social studies, and computer literacy.

How does the LEA determine if the instructional models are positively affecting student performance?

Progress Monitoring is conducted for all students. Student achievement is based on data collected throughout the year. Every quarter, a report is generated and performance is evaluated for each student and documented on the IEP/ELL Plan.

Administration and support staff review instructional the success of the instructional models through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for ELLs. Teacher input is also requested. If the instructional model does not show that positive student performance goals are being met, then a different model may be considered.

How are ELLs assured equal access to all programs, services and facilities that are available to non-ELLs?

All ELLs and Non-ELLs go through the same process at admissions and annually at the student's IEP.

The school-based administrator (s) and counselor (s) are responsible for ensuring that ELLs have equal access to all school programs, services and facilities and that ELLs are afforded the same rights as their non-ELL peers. The district ELL Director serves as an advocate for ELLs and their families to ensure equal access and will be responsible for providing information and training to

school-based personnel, including ELL Language Facilitators regarding equal access to all programs and services for ELLs.

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.

All Individual Educational Plans (IEPs) document all accommodations and modifications for instruction and assessments for Exceptional Student Education (ESE) as well as for all English Language Learners (ELLs). All Lesson Plans state specific strategies used with ESE populations. Most of these include strategies for ELL students.

Teachers' lessons plan document instructional strategies for ELL students and are monitored by school administrators. Teachers are encouraged to receive additional training in the areas of Differentiated Instruction and ELL strategies. Students are given support either individually or in small groups, based on student need, in order to target specific weaknesses identified by the ACCESS for ELL, FSA, EOC and other assessments. Instructional strategies are further monitored through classroom walk throughs, scheduled classroom observations and teacher interviews.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs?

There is ongoing communication with ELL staff and Teachers to assure that students are receiving comprehensible instruction and scaffolded assessment. Teacher's request assistance from the ELL staff in developing tailored plans to meet the communication needs of the ELL student. ELL staff and program administrators also are involved with assuring that students have equal access to programs.

√District Administrator(s)
√School Level Administrator(s)
√ELL Staff
√Teachers

Each classroom teacher is responsible for incorporating ELL strategies into daily lessons and must provide evidence in lesson plans which are checked by school administrators during ongoing classroom walk-throughs, formal and informal teacher evaluations. Teachers are evaluated by school administration using the Marzano Teacher Evaluation System. A part of that system includes providing evidence of planning and preparing for the needs of ELLs.

School administrators, counselors and ELL staff collaborate as needed with the teacher(s) of ELL students to conduct reviews for the purpose of monitoring the appropriateness of the student's program. Such reviews may include the following:

1. Reviewing students' grades in all subject areas.
2. Monitoring students' level of performance in course areas, Reading, and Mathematics using state approved Progress Monitoring tools
3. Monitoring students' performance on Statewide Assessments or norm-referenced tests.
4. Classroom observations

What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

School administrators will meet with the teacher(s) of ELL students to ensure equal access. Classroom observation and teacher interviews will be conducted, as well as instructional material evaluation for the purpose of monitoring the appropriateness of the student's program to ensure that comprehensible instruction is achieved. District ELL staff also conducts monitoring visits and provides modeling and curriculum development support.

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? *(Check all that apply)*

- √Student Portfolios
- √Other Criterion Reference Test: TRES I & II; Brigance, Sp Ed Rev; Bader; Achieve 3000 level set tests.
- √Native Language Assessment: TRES I & II, Brigance, Sp Ed Rev, Native Language
- √Written sample collected
- √FSA
- Other:
- √ACCESS for ELLs 2.0
- √Progress Monitoring also includes:
 - Reading: Achieve 3000 monthly adjustment of Lexile scores.
 - Vocabulary: 1,200 High Frequency word list checklist.
 - Writing: Achieve 3000 BONUS writing prompts (FSA Rubric used)

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

X Yes Link: <https://www.fsdbk12.org/academics>

☐ No (Specify) _____

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

All placement decisions are discussed during the IEP/ELL Committee meeting. These meetings are held annually or more often if school or parent requests.

As indicated in the district's Student Progression Plan, the Superintendent may exempt students in grade 3 from mandatory retention for good cause, if ELLs have received less than 2 years of instruction (based on DEUSS) in an ESOL program. Decisions must be made by an ELL committee recommendation, including input from parents, teachers and support staff. Good Cause Exemptions for ELLs are communicated to the parents in their native language.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

All placement decisions are discussed during the IEP/ELL Committee meeting. These meetings are held annually or more often if school or parent requests.

Information about current academic performance with the committee and a determination is made on ELL services, including retention or promotion.

An ELL committee is convened to review documentation and data prior to making a promotion/retention recommendation for an ELL. When determining promotion/retention for ELL's, information and documentation may include, but not be limited to: classroom performance, benchmark testing results, statewide assessment data, English Language progress, and parent/student interview. The IEP/ELL committee makes a recommendation to the Principal. The Principal sends the final decision to the President.

Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following:

During IEP meetings, all statewide, district and local assessments are discussed. It is determined at that time by the IEP/ELL committee on the appropriate testing plan for the student. All ELL students are tested using the same instruments used for other non-ELL students. The assistance of an ELL Language Facilitator is used when necessary.

Accommodations are made for ELL students on all standardized tests such as the Florida Standards Assessments (FSA), End of Course (EOC), ACCESS for ELLs and any statewide or district assessments. Accommodations are made based on the individual needs of the students and may include, but not be limited to, Language Facilitators, interpreters, extended time, and use of Native Language Heritage English Dictionaries. If deaf, another accommodation is the use of an American Sign Language (ASL) dictionary. Parents are notified in advance of the accommodations available to their child. All accommodations are stated in the annual IEP/ELL plan. The Assessment Coordinator and ELL Director attend state trainings, etc. This information is shared with staff and training is given to ELL staff.

The District Assessment Director, along with the MIS director generate and disseminate digital rosters of all ELLs who will be assessed at the school sites, as well as, guidelines and materials that school based testing supervisors use to cross reference and ensure that all ELLs are appropriately assessed. Train the trainers workshops provides for testing supervisors who, in turn train all school based personnel who will administer assessments to ELLs with a specific emphasis on testing accommodations. At the Elementary and Middle School level, a Specialist is assigned the duty of school testing administrator. A school counselor is the testing supervisor at the secondary level. The Office of Assessment provide recording documents for schools to maintain and document ELL accommodations, as well as procedural policies and accountability data.

ELL students who are receiving services in an ELL program operating in accordance with an approved ELL plan, and who take the state mandated tests may be offered the accommodations. However, the exact combination of accommodations to be offered to any particular student shall be individually determined, considering the needs of the student and recommendations of the student's team. Accommodations for ELLs in the administration of FSA, EOC and ACCESS for ELLs must follow the guideline as specified in the respective assessment manuals.

Statewide content area assessments:

All ELLs will participate in statewide assessments. The ELL Director works with the District Assessment Coordinator, school based assessment coordinators and teachers to ensure that all ELLs participate in the Statewide Assessment program and are provided appropriate testing accommodations.

The ELL teacher assures that the accommodations for statewide assessment which are indicated in the TAM and include flexible setting, flexible scheduling, flexible timing, assistance in the Heritage Language, and the use of the English-to-Heritage language dictionaries. Additionally, these accommodations are used within the ESOL classroom and with regular classroom assessment. The parents are notified of the different testing accommodations in a letter sent by the ELL teachers. Parents may choose if flexible setting is the best testing option for their child.

ACCESS for ELLs assessment programs: Students coded LY by the first day of the ACCESS for ELL test administration are tested for language proficiency. ACCESS for ELLs is a paper-based assessment for Grades 1–12: Students are administered the Speaking section of the test one-on-one with a teacher; the Listening, Reading, and Writing sections may be administered in a group setting. Kindergarten ACCESS for ELLs is a paper-based assessment for Kindergarten where students are administered all sections of the test, one-on-one with a teacher. Alternate ACCESS for ELLs is a paper-based assessment for students in Grades 1–12 who have significant cognitive disabilities where students are administered all sections of the test, one-on-one with a teacher.

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?

District Assessment Coordinator
School based testing administrators
ESOL Teacher
ELL Specialists
Teachers administering assessments

Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes?

A testing calendar is available on the district's website. The calendar is updated or revised as testing schedules are updated by the state or by the district. Prior to the assessment dates, parents are notified of all statewide testing policies and mandates in a language they can understand, unless clearly not feasible. A letter is sent to parents of ELLs explaining the allowable testing accommodations which also contains specific language for flexible setting options. Parents have the right to choose the flexible setting during testing. Parent are notified of outcomes on assessments through individualized student score reports which indicates the performance level of the student as well as interpretive guides. These guides are available in multiple languages. Parent/teacher conferences may be convened with a translator present if needed, by the parent or teacher to discuss the assessment policies, mandates, and results.

Assessment Coordinator and the ELL Director work closely to ensure that all ELLs are provided appropriate testing accommodations, as well as making sure that this information is documented. The IEP Coordinators at each school are also responsible to make sure this information is on the IEP.

Information about testing accommodations is shared during the IEP/ELL meeting in which student and parents are part of. Parents are informed during IEPs/ELL Committee annual meetings and also informed through correspondence about any upcoming testing, as well as any accommodations. All information is translated into the student's native language.

After all IEPs, the parents are sent a translated copy, in their native language, if feasible.

Note: These are the languages that FSDB currently provides to parents:

Arabic, French, Haitian Creole, Russian and Spanish. For American Sign Language (ASL) is interpreted when needed for deaf/hard of hearing parents.

Note: Documents attached at the end of this plan both in English and in Spanish.

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

Exit criteria is based on assessment scores per 6A-6.0903. For students taking any administration of the Kindergarten ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is H.

For students in grades 3-10 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and an achievement level of at least 3 on the FSA ELA assessment. The exit code is I.

For students in grades 10-12 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and a score on the FSA ELA of 3 or higher or passing concordant score on the SAT or ACT. The exit code is J.

For students with significant cognitive disabilities taking any administration of the Alternate ACCESS for ELLs assessment, the proficiency level shall be a P1 composite score or greater and will be exited by an ELL/IEP committee.

Once the student meets exit criteria, the ESOL specialist notifies the data specialist of exit data and the student code is changed from LY to LF, and is monitored for two years. Parents are notified of exit through a letter in the child's native language, unless clearly not feasible.

All ELL students are assessed annually before their IEP meeting. The IEP/ELL Committee makes a determination for exit based on test results (ACCESS for ELLs 2.0, FCAT, other tests, parent input, teacher input, and other information).

Prior to exiting the program, a teacher and/or parent may refer the student to the IEP/ELL Committee for re-evaluation. Information is collected from the FSA (or FCAT, if applicable) and the ACCESS for ELLs 2.0 annual test.

What is the title of person(s) responsible for conducting the exit assessments described above?
(Check all that apply.)

X ELL District Director

X ELL Teacher School/LEA based testing administrator

X ELL Specialist

☐ Other (Specify) _____

When is an ELL Committee involved in making exit decisions? What criteria are used by the Committee to determine language and academic proficiency?

If an ELL student meets exit criteria in the middle of a grading period, the ELL staff calls for an IEP/ELL Review Committee meeting. Parent and student are involved in the process. This meeting is a shorter version of the full annual IEP/ELL committee meeting. Information is presented to the committee members and a recommendation is made for exit.

The exit criteria used is whether the student scored a proficiency level on either the state test or the ACCESS for ELLs 2.0 assessment, as well as other tests.

The ELL Director is responsible to input exit data. ELL staff complete data forms.

These forms are kept in the ELL files, cum files, and distributed to parents. Once submitted to the ELL Office, the information is inputted into the Database/MIS system.

If assessment results do not fully capture the student's academic or linguistic needs, an ELL committee may be convened where input from parents, teachers and support staff is discussed and placement decisions made. An ELL Committee may recommend that the student be exited from the program with consideration of other data than statewide assessment such as student portfolios or alternative evaluations. An ELL committee can also meet to exit a student from the ESOL program if there is sufficient evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment. The student may have another documented disability that is being met through an IEP or other student plan. Regardless of reason for exit, an ELL committee would review the student's academic and English language proficiency record and document at least two of the five criteria listed below to exit a student:

- a. Extent and nature of prior educational or academic experience, social experience, and a student interview,
- b. Written recommendation and observation by current and previous instructional and supportive services staff,
- c. Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,
- d. Grades from the current or previous years, or
- e. Test results other than the entry assessments

Describe the procedures if an ELL meets exit qualifications in the middle of a grading period.

Although ELLs usually exit the ESOL program when exit criteria is met through assessment, ELLs can be referred for exit at any time during the school year. Since ACCESS for ELLs and FSA ELA data is normally used as the instruments to make the exit decisions, and this data is typically received during the summer, any exit decisions made in the middle of a grading period or school year would require an IEP Review meeting to be scheduled which is our IEP/ELL committee. The decision would be based on a current data analysis and student evaluations. A current listening, speaking reading and writing English proficiency assessment will be given, as well as review of report card grades, benchmark test scores and portfolio data. Stakeholder input from parents, teachers and support staff will also be requested. The exit code will be L, and the student code will change from LY to LF. Tests scores, report card grades and stakeholder input.

Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)

During the required two-year monitoring period, what is the title of person(s) responsible for:

Conducting the follow-up performance of former ELLs?

ELL Director, ELL Teacher for the Blind and ELL Specialist for the Deaf.

Updating the student ELL plan?

ELL Director, feedback from International Relations Committee Chairperson, ELL Teacher, ELL Specialist and ELL former Consultant.

Reclassification of ELL status in data reporting systems?

ELL Director with information given from ELL Teacher or ELL Specialist.

What documentation is used to monitor the student's progress? (Check all that apply)

- X Report Cards
- X Test Scores
- X Classroom Performance
- X Teacher Input
- X Other (Specify) Progress Monitoring Reports

What are the procedure(s), including possible reclassification, that are implemented when the academic performance of former ELLs is not on grade level?

The performance of former ELLs (LF) will be reviewed to ensure academic progress.

Reviews shall occur as specified time below

1st report card after exiting the ESOL program;

at the end of the 1st semester;

at the end of the first year;

at the end of the semester during the second year; and

The ELL Director is responsible for conducting two-year follow-up of ELLs after exit. Also, both ELL Specialist for the Deaf and the ELL Teacher for the Blind are responsible to collect progress reports and report cards on each ELL Deaf student. This information is given to the ELL Director, who reviews the information and inputs the date of review into the MIS system. If the student is showing poor performance, teachers are contacted and a recommendation is made on whether the student needs to be re-evaluated for ELL services.

The procedures that are followed when the academic performance of former ELLs is not on grade level is that the student is referred to the IEP/ELL Committee. The IEP/ELL Committee:

- a) Reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in the ELL Program and language acquisition proficiency.
- b) May determine that the student continues in the regular program.
- c) May determine that the student needs to be reclassified as an ELL, coded LY and re-entered into the program or be referred for further evaluation.

The ELL Teacher or ELL Specialist is responsible for initiating a new Student ELL Plan. The ELL Director inputs the Data into the mainframe and ensures the appropriate placement after the student has been assessed. Original student data stays the same.

Note: FSDB does not receive funding from either FTE or Title III.

Compliance of ELL Plan and Student Performance

Describe LEA internal procedures for monitoring the ESOL program for compliance and student academic performance.

There are many ways that the district ensures that the District ELL Plan is implemented. 1-ELL Director keeps track of implementation, 2-New hires are given an overview of the ELL Plan, 3-ELL Plan is part of the IEP meeting & documentation. (Parents and students are part of this process), 4-Progress monitoring is conducted to assure students are getting services and reaching the goals stated in ELL student plan, 5-Plan is shared with ELL staff and Principal, 6-Plan is posted on the

FSDB website. Any questions and/or concerns are sent to the ELL Department.

ELL Director/Specialist/Teacher are responsible. Student progress is monitored and kept in the ELL folder and is based on the targeted skills identified during initial testing, ACCESS for ELL and academic assessment. Assessment results and targeted skills are kept in the ELL folder and monitored throughout the course of the school year in order to demonstrate mastery of key English language acquisition concepts. The person responsible for maintaining these records is the ELL Director, ELL Teacher and ELL Specialist.

Teacher training records are monitored for compliance with ELL requirements by the district-level personnel or certification specialist.

Student ELL plans and schedules are updated annually and monitored by the ELL Director to ensure that ELLs are being provided the appropriate program 130.

Comprehensible instruction is monitored through classroom observations and review of teacher lesson plans.

How do school sites, parents and stakeholders have access to the approved District ELL Plan?

The FSDB District ELL plan is posted on the school's website. All schools provide the link to parents in the welcome back to school letter. It is also provided during International Relations Committee (IRC is our PLC) meetings. Parents can request copies of the plan at any time. Although the District ELL plan is in English, bilingual school staff will help translate components of the plan.

How does the LEA ensure that schools are implementing the District ELL Plan?

The ELL Director sends the District plan to all Academic Supervisors so they are aware of it and share it with their staff. Also, ELL staff are in constant communication with all the departments on campus.

District ELL administrators responsible for implementation of the District ELL Plan meet with school-based administrators at each school to make certain that appropriate instructional practices and procedures are in place. Classroom walk-throughs, observations and documentation of compliance items are also reviewed to ensure that schools are implementing the district plan. Also, the district plan is discussed during IRC and other PLC meetings with translators available, and parent input and feedback is encouraged so that there is successful implementation.

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program. Per the Every Student Succeeds Act and per state board rule, this notice must delineate:

1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);
7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
8. information pertaining to parental rights that includes written guidance—
 - a. detailing the right that parents have to have their child immediately removed from such program upon their request;
 - b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

To meet ESSA compliance, districts are required to notify parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. At FSDB, all educational decisions are shared with parents, student and team members of the IEP/ELL Committee on the day of admissions and annually during the IEP/ELL meeting. If there is a need for any change, etc, then an IEP/ELL Review Committee is scheduled.

Describe the procedures used by school personnel to provide assistance to parents or guardians of ELLs in their home language.

All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. Language assistance is also provided via school and district personnel fluent in the parents/guardian's home language, i.e. pre-recorded messages with time sensitive information sent directly to the parents/guardian's phones, as well as information posted on the district website and interpreted at school functions and community venues. Translation services, specifically in less commonly spoken languages are also provided through language line.

Letters and documents are translated as needed and maintained in student folders and monitored by Title I. All letters, as well as all home-school communication, must be provided to parents in a language that they can understand unless clearly not feasible. (see attached)

Spanish is the primary home language of the majority of ELL students at the Florida School for the Deaf and the Blind. To assure that communication is understood by the Spanish-speaking families, all letters, report cards, IEPs ELL student plans are translated into Spanish. In addition, the student handbook is available in Spanish. Upon request, translators are provided at all scheduled meetings. If an ELL student has a native language other than Spanish, appropriate translation will be provided, if feasible.

The school is also providing interpretation and translations in: Arabic, French, Haitian Creole and Russian. (Also, American Sign Language is provided to our Deaf/Hard of Hearing Impaired families).

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.

The Florida School for the Deaf and the Blind provides Spanish Sign Language Classes for parents/families. Spanish/English/Sign Language DVDs and books are available, without charge, to all Hispanic families.

A Trilingual Packet is given to every Hispanic family that has a deaf child who enrolls at FSDB. This packet contains a DVD in English, Spanish and American Sign Language. It also has other resources to assist the parents in learning as much as possible to assist their child.

FSDB has had the Parent Leadership Council since the fall of 1992. The purpose of the committee was to address concerns and to provide input to the school administrators regarding any concerns, and to make suggestions for change and/or improvements in the program. In 1997, the Parent Leadership Council changed its name to the International Relations Committee (IRC) at the request of parents to reflect our current population. Since our school is a residential program, during the weekdays our Parent Information office is involved with outreach programs for our parents since many do not live in St Augustine. All information is provided in the manner understood by the parents when feasible.

Because of the nature of FSDB, in that the majority of the students live on campus and our parents do not live locally, a lot of communication takes place either through phone calls or letters. The ELL Department hosts a parent meeting for our ELL families, (this committee is called our International Relations Committee). It is held at the beginning of the year on the same day as open house/registration. During this meeting information is shared with families about FSDB and the

ELL program. A copy of the ELL District Plan is given to families along with other resources. ELL contact numbers are given so they can contact the ELL Department for assistance.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):

The documents will be attached at the end of this document in both English and Spanish.

- X Results of language proficiency assessment
- X Program placements
- X Program delivery model option(s)
- X Extension of ESOL instruction
- X Exit from ESOL program
- X Post-reclassification of former ELLs monitoring
- X Reclassification of former ELLs
- X State and/or LEA testing
- X Accommodations for testing (flexible setting)
- X Annual testing for language development
- X Growth in language proficiency (Listening, Speaking, Reading, Writing)
- X Exemption from FSA in ELA for ELLs with DEUSS less than one year
- X Retention/Remediation/Good Cause
- X Transition to regular classes or course change
- X Invitation to participate in an ELL Committee Meeting
- X Invitation to participate in the Parent Leadership Council (PLC)
- X Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- X Free/reduced price lunch
- X Parental choice options, school improvement status, and teacher out-of-field notices
- X Registration forms and requirements
- X Disciplinary forms
- X Information about the Florida Standards and the English Language Development (ELD) Standards
- X Information about community services available to parents
- X Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- X Report Cards*
- ☐ Other (Specify) _____

*If report cards are not available in other languages, please describe how the academic progress of an ELL is communicated to parents/guardians.

Parents are informed at the IEP/ELL committee meeting and given phone numbers to call if they

are unable to understand the information on the academic progress report.

Section 9: The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)

What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.)

- ☒ LEA Level
☐ School Level

Please address the functions and composition of the PLC:

The number of ELLS at FSDB is small. Also, due to the fact that it is a residential program during the weekdays, very few parents live close by.

FSDB's PLC is called the International Relations Committee (IRC). This committee reviews the ELL Program, makes suggestions for changes or improvements, and identifies any other areas/concerns that need to be addressed. At the end-of-the-year meeting, or at earlier meetings, if deemed necessary by the members, the Council will review the ongoing implementation of the program, address any identified concerns, and make suggestions for changes/improvements in the program. The Council will also be involved in the review and development of the school's ELL Plan prior to its submission to the state, as well as review other school plans.

Those who make up the IRC (PLC) are the parents of all ELL students, ELL Director, ELL Teacher for the blind, ELL Specialist for the Deaf, ELL Language Facilitators, and the ELL Staff Translator/Interpreter.

The goals of the PLC are to acquaint parents of ELLs with school personnel and services available at the individual school sites; provide parents of ELLs with an opportunity to take an active role in the decisions that effect the education of their children and to consult with school personnel and give input on goals related to the program. The primary function of the IRC (PLC) is to make recommendations for the District ELL plan and review policies which are instrumental in the approval process.

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.

Due to the small number of ELLs in our district, there are very few ELL parents in the IRC (PLC), but most ELL staff serve as advocates for our ELLs.

How does the LEA involve the PLC in other LEA committees?

Parental involvement is an area of emphasis at the Florida School for the Deaf and the Blind. ELL parents are encouraged to attend the International Relations Committee, School Improvement Meetings, as well as all school activities. Interpreters are provided at all meetings in the parent's native language in Spanish and when feasible, in other languages. Two additional parent groups are the Parent Advisory Council and the School Advisory Council. Each group meets to discuss current and future school related topics. Its mission is to improve the program. All parents are invited to participate in all committees. Interpreters/translators are provided, as needed and feasible.

The ELL Staff Interpreter/Translator and other ELL staff are available to discuss issues that promote school involvement and provide parents of ELLs with leadership training and opportunities to be represented in existing school and district advisory councils. PLC members are actively involved in School Advisory Committees, Textbook Adoption Committees, ELL District Plan Committee, Parent Teacher Association as well as, the ad hoc school based committee. The PLC Task Force makes recommendations for the development of the District ELL Plan. The officers also review and approve the District ELL Plan prior to it being submitted for School Board and State DOE approval.

How is the LEA PLC involved in the development of the District ELL Plan?

The ELL Director coordinates with the IRC members to revise the ELL Plan and provides them with program updates. The IRC meets a minimum of once a year. The Chairperson is a local parent who is very involved with the school. She/he is active with the ELL Director in the development of the plan.

The IRC Chairperson provides input during the development of the ELL Plan and reviews the final District ELL Plan at a scheduled PLC meeting. Translators are available to provide language assistance and clarification. PLC members may request an emailed version of the plan if they cannot attend the meeting. Parental feedback is encouraged and is addressed in subsequent meetings, if necessary. Upon completion of the review by the members of the IRC (PLC), the Chairperson signs and approves the District ELL Plan.

Does the LEA PLC approve of the District ELL Plan? ☒ Yes ☐ No

If no, please provide explanation for PLC's non-approval.

Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)

Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

Refer to the next section.

Personnel who will be the primary providers of English or Language Arts and reading courses to an ELL must be appropriately certified for the ESOL teaching assignment. Teachers can be in compliance through an infused ELL endorsement in conjunction with a DOE-approved teacher preparation program, which is usually completed before employment. Teachers can also complete a DOE-approved district in-service add-on endorsement program by taking the 300 hour in-service of: a) Methods of Teaching ELL, b) ELL Curriculum and Materials Development, c) Cross Cultural Communication and Understanding, d) Applied Linguistics, and e) ELL Testing and Evaluation. Teachers can also pass the ESOL subject area exam and complete 120 hours of ELL training within three years. Prior ELL training can be used and documentation is maintained in the teacher's personnel file. Staff members in the Office of Educator Certification will assist personnel who have completed the requirements for the ELL Endorsement, through preservice, to file for the ELL Endorsement through the Bureau of Educator Certification. Staff who has passed the ELL K-12 subject area exam will assist individuals who possess degree majors in ELL to file for the ELL certification with the Bureau of Teacher Certification.

The Office of Educator Certification will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Office of Professional Development will be responsible for providing personnel with information concerning inservice training, advertising and scheduling of classes. The Office of Professional Development will schedule, monitor, coordinate, and deliver the inservice training.

Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

The Office of Instructional Services will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. It is also responsible for providing personnel with information concerning inservice training, advertising and scheduling of classes. As far as professional development is concerned the ELL staff is responsible for scheduling, monitoring, coordinating, and delivering the inservice training.

All new hires sign contracts stating their ELL training requirements and are given timelines to complete their training. The Curriculum Office, as well as the Personnel Office, are responsible for ensuring that the ELL staff requirements are enforced through contract stipulation. The ELL Director provides all new staff with a copy of a booklet called, "New Staff ELL Information" during their orientation during pre-planning week. This booklet contains information about ELL requirements, etc. All staff certified in Deaf Education are automatically exempt from taking the ESOL Methods and ELL Linguistics course. Staff certified in visually Impairment, are exempt from taking the ELL Methods course. English and/or Language Arts Teachers who need any of the 5 courses/300 hour inservice hours, may elect to take these at the local college and/or on-line through the Northeast Florida Educational Consortium (NEFEC). Staff requiring the 60-inservice hours, also have the option of taking the course at a local college and/or take the course on-line through

NEFEC. All other personnel needing 18 inservice hours are given the opportunity to take the course independently on campus from the ELL Director. The Director of Instructional Services monitor to assure that ELL training and certification requirements are being met. All documentation is kept in the Curriculum Office.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

Personnel needing 18 inservice hours are given the opportunity to take the self-study course independently on campus by the ELL Director.

All other instructional staff are notified of training requirements and opportunities through the ELL training schedule posted on the District's professional learning website. Furthermore, the ELL Director notifies Administrators by email of the training schedule, plan of study and the timeline for required ELL training. These administrators in turn notify their teachers. The district ELL certification specialist is responsible for coordinating, issuing, and monitoring the notifications of all training presented on the District and school levels. The process is documented and maintained in the teacher's personnel file.

Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.

ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

All new hires sign contracts stating their ESOL training requirements and are given timelines to complete their training. The Curriculum Office, as well as the Personnel Office, is responsible to ensure that the ELL staff requirements are enforced through contract stipulation. The ELL Director provides all new staff with a copy of a booklet called, "New Staff ELL Information" during their orientation preplanning week which is at the beginning of the school year. This booklet contains information about ELL requirements, etc. All staff certified in Deaf Education are automatically exempt from taking the ESOL Methods and ESOL Linguistics course. Staff certified in visually Impairment, are exempt from taking the ESOL Methods course. English and/or Language Arts Teachers who need any of the 5 courses/300 hour inservice hours may comply with these requirements at the local college and/or on-line through the Northeast Florida Educational Consortium (NEFEC). Staff requiring the 60-hour inservice, also have the option of taking the course at a local college and/or take the course on-line through NEFEC.

All other personnel needing 18 inservice hours are given the opportunity to take the course independently on campus from the ELL Director. The Curriculum Director monitors to make sure the ELL training and certification requirements are being met. All documentation is kept in the Curriculum Office.

The Principal reports Category I teachers who are out of field to the Certification Office of the Human Resources Department who are then reported to the School Board for approval. A letter notifying parents of out of field status is sent to ELL parents in their native language, unless clearly not feasible. Category I teachers are considered out of field until the ELL endorsement or certification requirements are met. Once assigned an ELL, Category I teachers must complete 60 hours of ESOL training within two years and at least 60 hours of ESOL training each consecutive year until the ELL endorsement is complete regardless of ELL assignment. The ESOL endorsement must be added to their existing teaching certificate.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.

Refer to above answer.

Describe how the LEA provides the 60-hour ESOL training requirements for Guidance Counselors, and the LEA's tracking system.

Refer to above answer.

Describe the supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices.

ELL Staff, content area teachers, as well as school administrators Facilitators are informed of supplemental ELL training through the Instructional Services Development. Staff can sign up for courses or activities that are provided by the school district, FDOE or WIDA facilitators. Although these courses cannot be used towards the required ELL training mandates, teachers can receive in-service points when coursework is completed.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

If teachers are teaching another language, then they hold certification in that language. All staff in the deaf department must meet a certain level of proficiency in American Sign Language (ASL) in order to work with the deaf. All ELL staff are proficient in another language besides English, while others are Trilingual or know more than 3 languages.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.

At this time, there is 1 school that has at least 15 ELLs who speak the same language, which is the Deaf High School. The ELL Director is Trilingual (English, Spanish and American Sign Language) with some comprehension of Portuguese and Italian. She is also certified in Hearing Impairment and ESOL. She is a state certified ELL Trainer.

FSDB has 2 ELL Teachers that work with the ELL students, as well as the regular classroom teachers. The first teacher is an ELL Teacher for the blind. She has her certification in visually impairment, French, Spanish and ELL. She also has some proficiency in American Sign Language (ASL). This teacher who teaches the blind ELL students, is fluent in English, German, French and Spanish. The second teacher is an ELL Specialist who teaches Deaf students; she is dually certified in visually impairment and in hearing impairment, Spanish and has her Reading and ELL endorsement. She is fluent in English, Spanish and Braille. She has intermediate proficiency skills in American Sign Language.

At FSDB, there are bilingual paraprofessionals in a few departments that assist when necessary. The ELL Department currently has 5 Language Facilitators: 2 ASL and Spanish, 1 Russian and 2 Spanish.

ELL Language Facilitators are hired as needed. FSDB has 1 full time Interpreter/Translator who assists with phone calls to and from Hispanic parents and also makes emergency phone calls as needed. This position may also require working with ELL blind and ELL deaf students. If the need arises for oral or written interpretation and/or translation, there are personnel assigned on campus to assist with those duties.

The ESOL Office also is responsible for campus wide written translations.

Bilingual paraprofessional applicants must have an AA/AS degree or pass the ParaPro test. They must be fluent in English and appropriate native language as determined through an interview, district screening and/or an oral and written exam. The job description will include but is not limited to: participation in inservice activities involving program procedures, curricular and assessment modifications and tutoring strategies; assisting in administering individual and group student tests in appropriate native language or in English; becoming a member of the ELL Committee and actively participating in developing the student plan; assisting the ELL Committee chairperson and the ELL Department with native language support for the students; working one on one or with small groups of students, under the direction of the classroom teacher; acquainting parents with program personnel and services available at the individual school site.

Describe LEA procedures for training bilingual paraprofessionals in ESOL or home language strategies. Include how documentation of training is maintained.

The ELL Director meets with the Language Facilitators to instruct them on strategies, etc. when working with the ELL student/s. A booklet with this information is also given to them. Furthermore, both the Teacher and Specialist work close with the ELL Language Facilitators (bilingual paraprofessionals).

A list of some of the other trainings include: Crisis Intervention Prevention (CPI), CPR (Cardiopulmonary Resuscitation), Sexual Abuse, Internet Safety, Youth Mental Health,

Question/Persuade/Refer, etc. in which all staff must complete. These trainings are documented by the school and a log is kept in the ELL Department for the ELL Language Facilitators.

Describe the procedures to determine the bilingual paraprofessional's proficiency in English and in the heritage language of the students served.

Applicants for ELL Language Facilitator positions at school sites must pass an oral and written screening or show language fluency through an interview in one of the following languages: Spanish, Haitian Creole, or other languages. This screening takes place when interviewing for the position which is administered by the Director of the ELL program. These languages are representative of the top languages spoken by English language learners in our district.

If teachers are teaching another language, then they hold certification in that language. All staff in the deaf department must meet a certain level of proficiency in American Sign Language (ASL) in order to work with the deaf. All ELL staff are proficient in another language besides English, while others are Trilingual or know more than 3 languages.

Please provide an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements.

(Letter attached at the end of the plan)

Section 11: Extension of Services (Rule 6A-6.09022, F.A.C.)

Describe LEA procedures used to determine extension of services, including appropriate timeline based on DEUSS. Explain the role of the ELL Committee and what supporting documentation is used in determining if continued ESOL services are necessary.

The same procedure is followed with all of the students. Decisions are made at the annual ELL/IEP meeting.

FSDB does not receive FTE nor Title III funding.

Three (3) years after the date of an ELL's initial enrollment in a school in the United States (DEUSS), an IEP/ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency, and then accordingly determine if extension of ELL services are needed. The IEP/ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's initial enrollment date in a school in the United States, (DEUSS) and no later than the anniversary date, unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the IEP/ELL committee may convene no later than October 1. This process shall be completed annually thereafter. Any student being considered for

extension of services shall be assessed on at least one of the following: (1) Department-approved language proficiency assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's DEUSS anniversary date and covers all four domains of listening, speaking, reading, and writing. If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment and applicable statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

The procedures followed when determining extension of services is:

- a) Student is referred to the IEP/ELL Committee.
- b) IEP/ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in the ELL Program and language acquisition proficiency.
- c) IEP/ELL Committee may determine that the student continues in the regular program.
- d) IEP/ELL Committee may determine that the student be referred for further evaluation.
- e) IEP/ELL Committee may determine that the student needs extension of services

The ELL Teacher or ELL Specialist along with the ELL Director are responsible for initiating a new Student ELL Plan and the ELL Director inputs any new data into Skyward. Original student data, including DEUSS and entry date stay the same.

Listening and Speaking Proficiency Assessment

List the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

FSDB uses the Trilingual Receptive and Expressive Screening (TRES), Part I to determine proficiency in listening/speaking in English and Spanish. It also assesses the expressive and receptive skills in American Sign Language (if the student is deaf/hard of hearing). When possible, the other sign language from the student's native country is used to assess the receptive and expressive skills in that language.

If the possible ELL student is blind, braille skills are also assessed in both English and Spanish. If there is another native language besides Spanish, the other language is also assessed in braille, if feasible.

Results from the ACCESS for ELLs 2.0 is also used in making this determination for both deaf and blind students.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

Trilingual Receptive and Expressive Screening, II, ACCESS for ELLs, FSA, ELA, Brigance, Spanish Edition Revised, Achieve 3000 Lexile Scores and an Informal Writing Sample.



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Allied Health Services Report
March 1, 2019

Health Care Center Report

	Total	Aug 18	Sept 18	Oct 18	Nov 18	Dec 18	Jan 19	Feb 19	Mar 19	Apr 19	May 19
ACU Visits (*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts." "Physicals", "Vision Screenings", and "Miscellaneous.")	3,104	433	594	626	567	394	490				
TCU Visits (*Total includes all students that were admitted to the TCU.)	309	28	40	53	67	51	70				
Eye Clinic- Specialty	46	3	8	16	4	8	7				
PDC Clinic- Specialty	87	7	17	24	13	10	16				
Off Campus (*ER visits, Ophthalmology, Home)	19	3	2	6	3	4	1				
	3,565	474	661	725	654	467	584	-	-	-	-

Physicians/ Specialists	Total	Aug 18	Sept 18	Oct 18	Nov 18	Dec 18	Jan 19	Feb 19	Mar 19	Apr 19	May 19
Physician Assistant	462	102	113	103	82	62	88				
Medical Director/ Pediatrician	87	7	17	24	13	10	16				
Ophthalmologist	36	3	2	16	4	4	7				
	585	112	132	143	99	76					

Dental Report

Dental Clinic Procedures	Total	Aug 18	Sept 18	Oct 18	Nov 18	Dec 18	Jan 19	Feb 19	Mar 19	Apr 19	May 19
Hygiene	41	0	0	11	7	8	15				
X-ray	7	0	0	1	3	3	3				
Emergency	7	0	0	1	2	2	2				
Other	2	0	0	1	0	1	0				
Operative	18	0	0	7	2	7	2				
Surgical	8	0	0	0	2	3	3				
Preventative	3	0	0	1	0	1	1				
Screening	42	0	0	4	3	13	22				
Exam	20	0	0	4	4	11	1				
	148	0	0	30	23	49	49	0	0	0	0

Dental Staff	Total	Aug 18	Sept 18	Oct 18	Nov 18	Dec 18	Jan 19	Feb 19	Mar 19	Apr 19	May 19
UF Dentistry	94	0	0	16	12	36	30				
Hygienist	38	0	0	14	11	13	19				
Seaside Dentistry	0	0	0	0	0	0	0				
	132	0	0	30	23	49	30	0	0	0	0

Psychology

Dr. Ted Lombardo is giving a lecture to the NE Florida Chapter of Florida Psychological Association on the topic of "Diagnosis and Treatment of Visually Impaired Youth and their Families" on Thursday, Feb 21.

The DMS Counseling Team provided the DMS with Bully Prevention training last month. They are also giving Social Skills instruction to a 6th-grade group to assist them in learning how to get along better with each other and being CR2.

Lucy Mitchell, LCSW in the Blind Department, worked with the students in the boys' apartments, high school girls, 6 & 7th-grade middle school girls, and she is currently working with 9th-grade boys and 8th-grade girls on a stress management group. She assisted with the 11th-grade boys' curriculum related to price comparison at a grocery store and went on an evening field trip with the middle school students.

In Deaf Elementary School, we believe that prevention is an essential part of a child's education. Rhonda McCahill and Dan Binder are part of a team who provides groups using the Second Step curriculum. Second Step is a research-based social/emotional learning program that helps children learn better ways to express their feelings, solve problems, and get along with others. Rhonda McCahill worked with 5th graders this month using the Child Safety Matters program. The program is a primary prevention education program that educates and empowers elementary students regarding strategies to prevent bullying, cyberbullying and all types of child abuse. All students in Deaf Elementary will receive instruction using the Child Safety Matters curriculum on a yearly basis.

Wendy Williams and Rhonda McCahill were busy training staff members in QPR (suicide prevention) and Youth Mental Health First Aid. The staff response was positive as they learned about the signs and symptoms of a mental disorder in youth and ways to assist. This 8-hour training is filled with group activities and gives the participants ample opportunity to ask questions and discuss concerns.

Speech & Audiology

Mary Hanson (speech-language pathologist) went with the Orientation and Mobility staff and three classes of BEMS students to St Augustine's Oldest House on Friday, February 1. Ms. Hanson and the students read a book about the Oldest House and the history of St. Augustine. These activities targeted skills they were working on in therapy and language arts, met the requirements for their nonfiction reading day for literacy week AND their social studies/history class needs!

In Deaf Elementary, the SLPs, Speech Teachers, Reading Specialist, ASL Specialists, and administrators are meeting quarterly. They have come together as a team with the goal of opening lines of discourse about our students' communication and literacy needs.

DHS speech-language pathologist Annie Cruze and her husband welcomed the arrival of their first child on January 1, 2019.

The DHS speech-language pathologists continue to create and adapt materials to meet the varying needs of the students. "Expressive Language Cards" have been used to target a variety of language goals such as answering WH- questions, determining key attributes, categorization, developing listener perspective, and comparing and contrasting. They have also been working to "bridge the gap" between ASL and English. Language cards have been adapted to target grammatical structures in ASL versus spoken and written English. For example, when comparing and contrasting items, students are learning critical grammatical differences in each language such as body shifting in ASL and combining simple sentences to form a compound sentence in spoken/written English.

The annual senior speech-language trip to the St. Augustine Lighthouse and luncheon is scheduled for mid-April. Even the lighthouse Education Program Manager, who has shared in our tradition for many years, was excited to receive our call!

Stan Gustetic
Administrator Allied Health Services



Apartment Program Law Enforcement Appreciation Day Ceremony

- The day-to-day operations of the Apartment Program continues to be extremely enjoyable! The young adults of the program continue to display self-advocacy, practice daily living skills and enjoy positive peer interactions throughout the campus. Several students utilized their independent living skills during a small group trip to the St. Augustine Outlet Mall this past month.
- On another occasion, we witnessed independent living skills in action when several students approached their senior residential Instructor with the desire to go to the local movie theatre for leisure time and enjoy a movie with their peers. Finally, the new year has begun with extreme excitement as the students took part in the Super Bowl LIII (53) social activities. Most students enjoyed the game while others enjoyed social time with their peers. However, this year's Super Bowl social was different from previous years due to the self-advocacy of some of our students. The students and staff decided that they would remain in their respective dormitories for the Super Bowl. This created a more home-like atmosphere. We honored their suggestions.
- The Apartment Program team will be planning a Spring social for our students. The students have only a couple of months left in this school term. The goal is to help them enjoy themselves with a reward for all the hard work they have mastered academically and for their efforts in the boarding program.
- Our students continue to learn and strive for a lifetime of success. The addition of several new students to the boarding program has been wonderful this past semester. The students are transitioning well. Our team continues to emphasize preparing our students for a lifetime of success. Every interaction with our students is considered a teachable opportunity; we continue to "Develop lives and Shape futures" of the young men and women we serve in the Apartment Program. We look forward to a wonderful remainder of the school year full of learning experiences, community enrichment, academic support, and fun as we prepare our students for a lifetime of success.

Athletics and Recreation

- Congratulations to the FSDB Cheer Team and the Girls Basketball Team for winning the Mason-Dixon tournaments this year! The Boys Basketball Team brought home 3rd place this year. Congratulations to all the coaches, Eric LeFors, Joy Moers and Lia Ferrante.
- The recreation department continues to offer a well-rounded recreation program for our students. Fit Club continues to be a favorite activity among high school deaf and blind students.

Blind Department

Kramer Hall

- The Kramer kids came back from Winter Break refreshed and ready to learn. We enjoyed a few activities that helped us learn and have fun equally.
- We enjoyed making arts and crafts and talked about ways we will agree to respect each other's space. We also had a pizza party and displayed our best eating manners.
- We enjoyed a healthy meal of subs, fruits, veggies, and carrot juice. A few kids didn't even know they were drinking carrot juice and it turns out they liked it!
- We are looking forward to many more activities during February; as we learn about using our appropriate social skills and displaying CR2 in the Boarding Program.

Cary White

- We have had several lockdown drills. The students are well prepared, in case of an emergency.
- Some of the girls learned to use a sewing machine. The girls picked out their favorite material and then they all made a headband. The girls were taught the basics of the sewing machine, and some of them want to make more challenging items.
- All students took a trip to Golden Corral. The kids enjoy the buffet style. Even the finicky eaters enjoyed great food. Their behavior in public was exceptional.

Koger Hall

- The junior boys from MacWilliams Hall and the junior girls from Koger Hall got together to have a taco dinner outside in the pavilion. The boys and girls both contributed to making the dinner, with the boys being responsible for making the beef tacos and the girls made the chicken tacos. Each group brought sides as well to complete the meal. Students worked as a team to cook the food and demonstrated their ability to cooperate and learn new skills in the kitchen. Everyone enjoyed the dinner and is planning on making this a monthly occurrence with different types of food each time.
- Both floors of Koger came together to socialize and to cheer on their favorite entertainer during our Annual Grammy Watch Party. The girls were excited to plan and cook the hors d'oeuvres that were shared.

MacWilliams Hall

- After the first semester we can see some improvements in student grades. The staff has worked very hard to make sure that communication between the dorm and the academic department is fluid and it is paying off. Also, with the staff emphasizing the importance of academics and the availability of the Night Library, it is evident that it is a benefit to the students. In sports, one of our sophomores is part of the varsity cheer team for the Deaf Department basketball team. Just recently, the cheer team traveled with the boys' varsity basketball team to Mississippi School for the Deaf for the annual Mason Dixon tournament and won the cheer competition portion of the weekend tournament.
- Our young men enjoyed a Super Bowl party hosted by staff in the dorm last weekend

- Many of the students were able to learn more about hockey and went on a trip to Jacksonville ice arena where they learned the basics of the game from players from the Tampa Bay Lightning hockey team. They learned how to put on the safety equipment and, for some who have never been on skates before, learned the basics of ice skating.
- Our Junior Apartment young men joined with the young ladies of Koger Hall Junior apartment program and prepared dinner together. They decided to share their responsibilities of cooking their meals and combined their efforts for a grand “Taco Tuesday.” Everything from baked or soft tortilla shells, pulled chicken or ground beef, taco filling and all the fixings, including homemade guacamole from the young ladies. The food was delicious, and the sense of a good joint effort was expressed while they sat and ate together in the pavilion at their community table. Both groups enjoyed it so much that they have stated that they would like to prepare a typical meal together once a month.
- It has been a good January, and a great year so far. There is so much to look forward to that seems so distant and far off. But, we know that in a matter of moments, the year will have zoomed by and it will soon be time for Summer Break. Time sure flies when you’re having fun.

Deaf Department Elementary and Middle School

Vaill Hall

- Our garden is growing well. The kids have experienced eating their own veggies including scallions, broccoli, cauliflower, carrots, and cabbage. Some loved them all, and some did not.
- Tryouts for our elementary basketball teams just started, it should be interesting.
- Everyone enjoyed their Super Bowl parties; they had a feast. They enjoyed the yelling and the excitement of cheering for the teams.
- A big “Thank You” for the lights at the bus loop, the lights are a big help at nighttime. Thank you!

Gregg Hall

- On Sunday, January 6, 2019, Ms. Ivory Jones transferred from James Hall overnight shift to Gregg Hall day shift. Welcome, Ms. Jones to Gregg Hall!
- On Wednesday, January 16, 2019, Ms. Michelle Dunn, FSDB Clinical Social Worker, presented the third (and last) session of the Student Stress Management workshops in the dorm. Students whose parents permitted them to participate in the workshops were in attendance.
- On Monday, January 21, 2019, the students and staff went on a field trip to Golden Corral in Palm Coast. The staff reviewed CR2 with the students and the reason why we demonstrate CR2 in public. The students and staff had a great time at the restaurant!
- On Sunday, January 27, 2019, Ms. Hannah Luse joined the Gregg Hall day shift team. Welcome, Ms. Luse to Gregg Hall!

McLane Hall

- McLane Hall welcomed new staff, Dylan Alexander, to the dorm on January 6th, 2019.
- A new student started in the dorm on January 6th, 2019. The boys have been showing CR2 behavior to the new student and have helped with explaining the rules and routine of the dorm. The staff has also been teaching the new student some ASL and helping to expand the student's vocabulary.
- The boys decorated the dorm in anticipation of the Mason-Dixon tournament. The students put up basketball decorations and colored and made signs with encouraging words for the visiting teams to see.
- Many of the boys helped prepare the dorm for the Mason-Dixon tournament, including cleaning and organizing the dorm. Those that volunteered to help were treated to a pizza party and hot chocolate. They worked hard and showed good CR2 skills.

Deaf Department High School

James Hall

- To give back to the community we completed a San Marco Avenue cleanup. We also dropped off the food drive donations to a local food pantry. Staff suggested that we continue this project. Staff at the food pantry shared that they are in need of food due to the government shutdown.
- During January, we worked on several areas for curriculum. We started the month with training students how to safely travel off campus. Students and staff walked off campus to show the appropriate way to travel. Students were excited to get off campus and cooperative with staff. We also reviewed safety procedures, the level system, and consequences for violating rules. We had a VIP visitor come to Campus to see the boarding program. To make sure the dorm was presentable we met with students and discussed how the building and bedrooms should look. Students did a fabulous job with organizing and cleaning the dorm.
- To celebrate the NFL Championship game, we planned for a Super Bowl Party. Students made a list of foods they wanted to eat. We had some very expensive suggestions. We had requests for shrimp, crab, lobster, oysters, and chipotle. We started with twenty main dishes that we narrowed down to one. I shared with students that some staff thought the girls would like pizza. Several girls commented "Uh no, we are not the boys. They always have pizza!" The result of the voting was hot wings, Hawaiian rolls, chips, and ice cream. After our meeting, students asked when do we have curriculum. We informed them that planning a party or activity is a life skill. Several students commented that it was easy.

Rhyne Hall

- For community service the staff had the students help clean up the gym after sporting events. Staff also had the students walk off campus to pick up trash. Staff and students cleaned the dorm to get ready for the visiting schools that would be staying in our dorms as guests during Mason Dixon.
- For the curriculum, the staff has been teaching the students about finances. Latoya taught her group of students how to write checks. The students learned where to write the amount, date, sign their name, and what the memo line is for. David did a curriculum to teach the students how to calculate sales tax. The students were surprised to learn that each county has a different sales tax rate.
- June has been working with her curriculum group to make sure they all know how to use the washer and dryer properly. She has been teaching them how to measure out the soap, what setting to use on the machines, and how to separate colors from whites.
- The students voted to have pizza, soda, chips, and cookies for the Super-Bowl party. The students also cleaned and decorated the dorm for the other schools that stayed here during the Mason Dixon tournament. The students and staff made several different welcome signs for the teams.
- Students and the staff have been practicing CR2 in the dorm. Students also have told staff what CR2 means. Alex A. said CR2 means working together and being positive. Walter D. said CR2 means showing respect for all staff and being responsible for your homework.

Boarding Program Staff Training & Development and Student Independent Living Skills

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

Professional Development Activities

- Eyvolle M. Pamphile completed and participated in the following:
- Ellen Finkelstein: Webinar on 02/05/19– 10 Gorgeous Universal Slides That You Can Use Again & Again.
- S.U.P.E.R-visor Updates & Training:
- No Supervisory Updates were forwarded during this reporting period.

Staff Workshops:

- Spring 2019 Blind Department Professional Development Program:
- 01/22/19: 12 Week Basic Orientation & Mobility Tuesday course with Cristina Sapp- FSDB Orientation & Mobility Specialist, began for Boarding Program and Academic staff.
- 02/05/18: 12 Week Braille II Tuesday course with Mary Bilancio-FSDB Blind Department Parent Advisor and State Trainer, began for Boarding Program staff.
- 02/13/18: 12 Week Braille I Wednesday course with Mary Bilancio-FSDB Blind Department Parent Advisor and State Trainer, began for Boarding Program staff.

Monthly Staff In-Service Trainings & Updates:

- Individual Dorm Staff In-Service Sessions- 01/13/19 to 02/10/19
 - Staff Updates forwarded on 01/13/19 via the Training Resources Google Classroom- GovLoop Blog Post – 3 Personal Arts That Will Help You Succeed in Work and Life.
 - HCC In-Services for the following Dorm with Kathy Halkin- FSDB Health Care Center Nurse.
 - James Hall: Evening Shift- 01/17/19
 - Staff Updates forwarded on 01/20/19 via the Training Resources Google Classroom- GovLoop Blog Post – How to Silence Your Inner Critic and Be Kinder to Yourself.
 - HCC In-Services for the following Dorm with Kathy Halkin- FSDB Health Care Center Nurse.
 - James Hall: Overnight Shift- 01/22/19
 - Staff Updates forwarded on 01/27/19 via the Training Resources Google Classroom- GovLoop Blog Post –3 Essential Tips to Maximize Your Work Impact.
 - Staff Updates forwarded on 02/10/19 via the Training Resources Google Classroom- GovLoop Blog Post – 7 Controllable Factors that Impact Workplace Success.
 - January Training for 140 Boarding Program Staff via a Google Classroom- 01/14/19 to 01/28/19 Karen Kolkedy's Classroom- Spring 2019: Resiliency and Our Students at FSDB.
 - Karen Kolkedy, M.ED., is an FSDB School Counselor and Positive Behavior Support District Coordinator.
-
- February Training for 140 Boarding Program Staff via a Google Classroom- 02/04/19 to 02/17/19
 - Internet Safety & Digital Citizenship 2018-2019:
 - Lesson #5: Internet Safety, Digital Commerce, & Safe Searching.
 - This campus-wide initiative supports Strategic Planning Goal#4: Provide a safe and secure social and digital environment for students, enabling them to become responsible citizens in a technology-rich world.
-
- References:
 - 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

Student Independent Living Skills (ILS) Workshops

- 01/08/19: Stress Management workshop for the Ray Charles & Ted Johnson Blind Dept. young men with FSDB Evening Shift Social Worker, Lucy Mitchell- Week #1- Identifying Stress.
- 01/09/19: Stress Management workshop for the Cary White 6th & 7th-grade girls with FSDB Evening Shift Social Worker, Lucy Mitchell- Week #1- Identifying Stress.
- 01/14/19: Off Campus Trip to the Golden Corral with the Cary White boys and girls: Identify and Demonstrate Proper Manners and Eating Behavior at a Meal.
- 01/15/19: Stress Management workshop for the Ray Charles & Ted Johnson Blind Dept. young men with Evening Shift Social Worker, Lucy Mitchell- Week #2- Managing Stress.

- 01/16/19: Stress Management workshop for the Gregg Hall girls with Evening Shift Social Worker, Michelle Dunn- Week #3- Identify Ways in Which One May Cope with Emotions.
- 01/16/19: Stress Management workshop for the Cary White 6th & 7th-grade girls with Evening Shift Social Worker, Lucy Mitchell- Week #2- Managing Stress.
- 01/21/19: Off Campus Trip to the Golden Corral with the Gregg Hall girls: Identify and Demonstrate Appropriate Behaviors When Using Transportation Facilities.
- 01/21/19: Stress Management workshop for the Koger Hall 1st Floor girls with Evening Shift Social Worker, Lucy Mitchell- Week #1- Identifying Stress.
- 01/22/19: Physical workshop for the Cary White boys with Apartment Program Males Dorm Supervisor, David Mack- List Personal Characteristics.
- 01/22/19: Stress Management workshop for the Ray Charles & Ted Johnson Blind Dept. young men with Evening Shift Social Worker, Lucy Mitchell- Week #3- Problem Solving.
- 01/28/19: Stress Management workshop for the Koger Hall 1st Floor girls with Evening Shift Social Worker, Lucy Mitchell- Week #2- Managing Stress.
- 01/30/19: Stress Management workshop for the Cary White 6th & 7th-grade girls with Evening Shift Social Worker, Lucy Mitchell- Week #3- Problem Solving.
- 02/04/19: Stress Management workshop for the MacWilliams Hall 9th grade boys with Evening Shift Social Worker, Lucy Mitchell- Week #1- Identifying Stress.
- 02/04/19: Stress Management workshop for the Koger Hall 1st Floor girls with Evening Shift Social Worker, Lucy Mitchell- Week #3- Problem Solving.
- 02/05/19: Law Enforcement workshop for the Gregg Hall girls with FSDB Police Services Officer, Matthew Beaudua- Identify Precautions to Follow When Dealing with Strangers.
- 02/05/19: Law Enforcement workshop for the Ray Charles 2nd Floor young men with FSDB Police Services Officer, Matthew Beaudua- Me and My 500 "Friends": Staying Safe on Social Networks.
- 02/06/19: Stress Management workshop for the Cary White 8th grade girls with Evening Shift Social Worker, Lucy Mitchell- Week #1 - Identifying Stress.
- 02/06/19: Safety Workshop for the Cary White boys with School Safety Specialist, Tracy Sampson- School Shootings.
- 02/11/19: Stress Management workshop for the MacWilliams Hall 9th grade boys with Evening Shift Social Worker, Lucy Mitchell- Week #2- Managing Stress.
- 02/11/19: Law Enforcement workshop for the Koger Hall 2nd Floor with FSDB Police Services Officer, Arline Lagasse- Identify Things to do to Avoid Personal Assault.
- 02/12/19: Law Enforcement workshop for the Ray Charles 2nd Floor young men with FSDB Police Services Officer, Arline Lagasse- Defining Sexual Assault.
- 02/13/19: Stress Management workshop for the Cary White 8th grade girls with Evening Shift Social Worker, Lucy Mitchell- Week#2- Managing Stress.
- 02/13/19: Law Enforcement workshop for the Cary White boys with FSDB Police Services Officer, Arline Lagasse- Matthew Beaudua- When Words Hurt.

ILS Hour schedule- 3rd Quarter of ILS Hour dates are 01/08/19 to 03/12/19 for Apartment Program dorms, and, 01/13/19 to 02/20/19 for elementary to high school dorms.

Weekly Sessions:

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

Bi-Weekly Sessions:

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

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, 2018, 97.2% of 1,285 invoices were paid in accordance with the statute (compliance minimum is 95%).

The update of the *accounting procedures manual* continues with 17 of 19 processes reviewed and updated as needed.

The implementation of the new *Statewide Travel Management System (STMS)* will take place at FSDB from March 2019 through June 2019. Accounting is attending weekly conference calls on the rollout.

Planned upcoming *Pcard system* changes will introduce a system called “Works” with electronic documentation requirements similar to STMS.

Budgets and Grants

Grants and Trust Funds Expenditures – Interim reports of grants and trust fund expenditures have been submitted to the Department of Education, as required. The reports are on file in the Office of the Director of Budgets and Grants.

Purchasing

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

ADVANCEMENT

Submitted by Amy Moring, Director of Development

Donations for December 2018

of Donations = 444
of Donors = 440
Gifts Received = \$ 719,609.75

FY 18/19 Year-to-Date as of December 31, 2018

of Donations = 1,666
of Donors = 1,133
Gifts Received = \$ 1,415,208.52

Donations for December 2017

of Donations = 464
of Donors = 457
Gifts Received = \$ 396,548.63

FY 17/18 Year-to-Date as of December 31, 2017

of Donations = 1,555
of Donors = 1,098
Gifts Received = \$ 780,976.94

We are 81% ahead of funds raised year-to-date by December 31, 2017.

Campus Visits/Donor Visits/Presentations/Activities

- Over 100 Angel Tree gifts collected and distributed for our students.
- Eight donors attended the Dance Troupe performance.
- Six donors attended the Holiday Concert.
- Four donors increased their monthly donation commitment.
- Presented to the Ponte Vedra Women's Club (45 attendees) and collected their Angel Tree gifts.
- Conducted a tour for the Ponte Vedra Civic Alliance (21 attendees) and collected their Angel Tree gifts.

AUDIT

Submitted by Julia Mintzer, Administrator of Business Services

Auditor General

The Auditor General arrived on campus on Monday, February 4th to initiate the audit of the financial statement for the year ending June 30, 2018. It is anticipated that the report will be issued by March 31, 2019.

Endowment

Auditors from Carr, Riggs, and Ingram have applied the agreed-upon procedures for the student accounts and the student club/class organization accounts. The results will be reviewed at the BOT Audit Committee meeting on March 1, 2019.

Internal

Auditors from RSM completed their audit of cash handling associated with student enterprises and contract administration. The audit will be presented to the BOT Audit Committee on March 1, 2019.

CAMPUS POLICE

Submitted by Jerry Chandlee, Chief of Campus Police

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND CAMPUS POLICE
2018 ANNUAL REPORT OF CRIME STATISTICS

CRIME OFFENSES	2015	2016	2017	2018
MURDER	0	0	0	0
FORCIBLE SEX OFFENSE	0	1	0	0
ROBBERY	0	0	0	0
AGGRAVATED ASSAULT	0	0	0	0
AGGRAVATED STALKING	0	0	0	0
BURGLARY	0	0	0	0
LARCENY/THEFT	2	0	0	0
MOTOR VEHICLE THEFT	0	0	0	0

KIDNAP/ABDUCTION	0	0	0	0
ARSON	0	0	0	0
SIMPLE ASSAULT	5	2	1	1
SIMPLE STALKING	0	0	0	0
DRUGS/NARCOTICS	0	0	1	1
BRIBERY	0	0	0	0
EMBEZZLEMENT	0	0	0	0
FRAUD	0	0	0	0
COUNTERFEIT/FORGERY	0	0	0	0
EXTORTION/BLACKMAIL	0	0	0	0
INTIMIDATION	0	0	0	0
PROSTITUTION	0	0	0	0
NON-FORCIBLE SEX OFFENSES	0	0	0	0
BUY/RECEIVE/POSSESS STOLEN PROPERTY	0	0	0	0
DUI	0	0	0	0
DESTRUCTION/DAMAGE/VANDALISM	0	0	0	0
GAMBLING	0	0	0	0
WEAPONS VIOLATION	0	0	1	0
LIQUOR LAW VIOLATION	0	0	0	0
MISCELLANEOUS	7	1	6	0
TOTAL	14	4	9	2
STOLEN PROPERTY VALUES REPORTED	\$410	\$0	\$0	\$0
STOLEN PROPERTY VALUES RECOVERED	\$350	\$0	\$0	\$0
ARRESTS	7	3	8	1

****NOTE**** The one arrest was not student related.

INVESTMENT PERFORMANCE

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

During the month of January, the endowment increased +\$671,879.51 (+4.80), with a closing portfolio value of \$15,084,454.27. Dividends and interest income totaled +\$29,631.04 and accrued interest decreased -\$2,410.73. During the same period, the Benchmark increased +5.0. Furthermore, the S&P 500 increased +8.01%, while the Barclays US AG Gov./CD Int. Bond Index increased +0.66%. Additionally, \$480,438.28 was deposited during the month.

What a difference a month makes! After a December to forget, the markets have recouped a significant proportion of the losses over the past month. The January Barometer is a market theory that suggests that stock prices follow the performance of January for the rest of the year. Furthermore, the barometer suggests that when January increases by +5%, or greater, the markets are up 75% the rest of the time followed by pretty impressive performance. If only things were this simple. Of course, the markets increased by over 5.5% in January 2018 only to finish the year with disappointment due to investor concerns led by the US government shutdown, trade talks with China, global economic slowdown, and the Federal Reserve. The market rebound in

January 2019 was helped by The Fed signaling its intention for pausing rate hikes, optimism over US-China trade talks, and a better-than-feared US 4Q earnings season. In fact, all major assets were up in January.

December and January have shown the importance of diversifying and staying invested through market swings. According to research done by JP Morgan, "Six of the 10 best days occurred within two weeks of the 10 worst days." Over the course of 20 years, ending December 29, 2017, missing the 10 best days will cut investment return in the S&P 500 from 7.2% to 3.53%. The risk of a global recession in 2019 remains very low. Political risk may drive a more significant slowdown in growth. The rhetoric associated with the upcoming Presidential election appears to be ramping up. The point is that while emotions can run rampant, it takes discipline to stay invested during tumultuous news & economic cycles. Volatility will likely persist and we want to continue to remain disciplined, and stay the course.

SAFE SCHOOLS

Submitted by Tracy Sampson, School Safety Specialist

Safe Schools Initiatives

- Top Ten Best Practices from the Governor's Transition Advisory Commission implemented. (See summary below for FSDB compliance.)
- Transportation Manuals submitted to TSA Homeland Security for review prior to the Baseline Assessment visit scheduled in February.
- Care Assessment Team continues to meet monthly, with ad-hoc meetings conducted when the need arises.
- Student Crime Watch Program developed and will be introduced to student groups by Campus Police.
- Campus-wide lockdown and tornado drills conducted.
- Separate campus-wide visits provided to the FLDOE Office of Safe Schools and the Seminole County Sheriff's Office.

FSDB Response to the Governor's Transition Advisory Team Top 10 Best Practices

1. Safe-school officer on every campus

- FSDB maintains a full Campus Police Department with 10 fully sworn FDLE officers.

2. *Single point of entry*

- FSDB maintains a single point of entry onto the campus. Campus buildings are being evaluated for “Designated Points of Entry” taking into consideration the limited mobility of certain populations.

3. *Vetting visitors/limiting visitor access*

- All visitors to campus are required to check in at the Campus Police Guardhouse through the VisitU system which runs background checks.

4. *Lock classroom doors, determine where hard corners are, mark them and keep those areas clear*

- As of January 15, 2019, all classroom doors are locked during the academic day; hard corners are being identified and cleared. In addition, all classrooms contain lockdown kits and window shields.

5. *Use of plain language*

- FSDB continues to maintain and implement an Emergency Preparedness Plan, inclusive of a Lockdown Plan. The Lockdown Plan incorporates an *All Hazard* approach and all drills are referred to as “Lockdown.” There is a universal ASL sign to indicate “Lockdown” to ensure understanding.

6. *Any staff member can initiate a lockdown*

- Mass notification systems are being enhanced to include a campus-wide interior and exterior blue strobe system to indicate a lockdown is in progress; a giant voice system is being installed to replace the current tornado siren to reach hard-of-hearing, visually impaired, and hearing staff members and students for more immediate and detailed response when outdoors. Lockdown push stations will be installed throughout the campus and the Lockdown Plan will be amended to specify that any person on campus may initiate a lockdown.

7. *Single earbud policy*

- A single earbud policy will be added to existing policies which address technology use on campus.

8. *PA system speakers in all hallways*

- Current PA systems are being evaluated for condition, functionality and possible additional equipment.

9. *Conducting active shooter drills monthly to include reunification, with law enforcement*

- Active shooter drills are conducted monthly as lockdown drills, and include tabletop exercises, day and evening lockdowns, and EOC exercises. The FSDB Emergency Preparedness Plan includes Reunification and Evacuation plans that are drilled annually.

10. Advertising FortifyFL on every campus

- FortifyFL is provided as a link on our website. Announcements have been made via First Class for staff. FortifyFL is being added as a component of Digital Citizenship for student education; Parent Services provides this information to parents through their trainings and publications.

SAFETY AND FACILITIES OPERATIONS

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

SAFETY/RISK MANAGEMENT

December 2018 Data

- Domestic Hot Water (*Weekly*)—No temperature greater than 110F.
 - o Completed 112 of 185 tests with zero variations from the standard.
 - 59 not performed due to scheduled leave.
 - 14 not performed due to water main leak.
- Anti-Scald Valves (*Monthly*)—Completion of all scheduled testing.
 - o All tests (23) completed with zero variations from the standard.
- Haz-Com Inspections (*Monthly*)—Zero missing MSDS; zero unlabeled products.
 - o Two labs inspected with zero variations from the standard.
- Shop Safety Inspection (*Monthly*)—Safety equipment in good condition.
 - o Three shops inspected with zero variations from the standard.
- Fire Drills (*Monthly*)—Exercise all scheduled buildings in accordance with NFPA requirements; evacuate in less than three minutes.
 - o All scheduled drills completed with zero variations from the standard.
- Swimming Pool (*Daily*)—100% compliant with published chemical limits.
 - o Completed 17 of 21 tests with zero variations from the standard.
 - Incomplete: 1 scheduled day off and 3 holidays.
- Domestic/Potable Water Quality (*BiMonthly*)—100% compliant with published chemical limits.
 - o Results of water on file for last testing.

January 2019 Data

- Domestic Hot Water (*Weekly*)—No temperature greater than 110F.
 - o Completed 148 of 148 tests with zero variations from the standard.
- Anti-Scald Valves (*Monthly*)—Completion of all scheduled testing.
 - o All tests (23) completed with zero variations from the standard.
- Haz-Com Inspections (*Monthly*)—Zero missing MSDS; zero unlabeled products.
 - o Two labs inspected with zero variations from the standard.
- Shop Safety Inspection (*Monthly*)—Safety equipment in good condition.
 - o Three shops inspected with zero variations from the standard.
- Fire Drills (*Monthly*)—Exercise all scheduled buildings in accordance with NFPA requirements; evacuate in less than three minutes.
 - o All scheduled drills completed with zero variations from the standard.
- Swimming Pool (*Daily*)—100% compliant with published chemical limits.

- o Completed 20 of 23 tests with zero variations from the standard.
 - Incomplete: 1 scheduled day off and 2 holidays.
- Domestic/Potable Water Quality (*BiMonthly*)—100% compliant with published chemical limits.
 - o Results of water on file for last testing.

Gore Hall:

The total cost for the Gore Hall renovation was \$6,367,778.40. This total fell below the \$6,999,197.00 project budget approved by the Board of Trustees.

TRAINING AND QUALITY ASSURANCE

Submitted by Christy Slater, Director of Training and Quality Assurance

Training 2018-2019

Between January 18, 2019 and March 1, 2019, the Training and Quality Assurance Department facilitated 2 CPR classes, 1 Full CPI Class, 1 CPI Refresher class, 2 QPR classes, and 3 Youth Mental Health First Aid classes.

The Winter session of The Developing Child course began January 28th and will conclude April 24th. The curriculum focuses on the diverse needs of students from age 5 to 22, as they progress through the residential school environment. This class assists Residential Boarding Instructors at FSDB in meeting the criteria to advance to Senior Boarding Instructor.

Strategic Plan

Strategic Plan Flash Report

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

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

MAP -- Reading 3-12 Blind; K-12 Deaf	2018-2019	2018-2019 Goal
FSDB Overall	60%	70%
Deaf Department	61%	70%
DES	74%	78%
DMS	57%	70%
DHS	56%	70%
Blind Department	58%	70%
BEMS	57%	70%
BHS	59%	76%

MAP -- Math 3-12 Blind; K-12 Deaf	2018-2019	2018-2019 Goal
FSDB Overall	62%	80%
Deaf Department	63%	85%
DES	83%	90%
DMS	54%	80%
DHS	54%	85%
Blind Department	61%	77%
BEMS	71%	80%
BHS	51%	75%

MAP -- Language 3-12 Blind; K-12 Deaf	2018-2019	2018-2019 Goal
FSDB Overall	57%	70%
Deaf Department	55%	70%
DES	72%	80%
DMS	54%	75%
DHS	50%	70%
Blind Department	61%	70%
BEMS	65%	75%
BHS	58%	70%

MAP -- Science 3-9 Blind; 3-9 Deaf	2018-2019	2018-2019 Goal
FSDB Overall	58%	70%
Deaf Department	56%	
DES	56%	
DMS	57%	
DHS	N/A	
Blind Department	60%	
BEMS	60%	
BHS	N/A	

<i>Achieve 3000 -- 3-12 Blind; 3-12 Deaf</i>	2018-2019	2018-2019 Goal
FSDB Overall	72%	85%
Deaf Department	67%	80%
DES	75%	85%
DMS	76%	79%
DHS	62%	80%
Blind Department	81%	95%
BEMS	79%	95%
BHS	84%	95%

Support Services

<i>Services as indicated by IEP</i>	2018-2019 YTD	2018-2019 Goal
% of Students attending Speech/Audiology as indicated by the IEP	99%	100%
% of Students attending Allied Health Counseling, provided by a Psychologist, as indicated on the IEP	97%	100%
% of Students attending OT/PT as indicated by the IEP	97%	100%

❖ Priority Goal 2: Staff Development Champion - Randi Mitchell

The team continues to make progress on this goal by maintaining a Master Calendar of Academic and Boarding Staff Professional Development opportunities available to staff members. All trainings include a code to indicate whether the training is for academic staff members, boarding staff members, or open to all staff members. The calendar is continuously updated with new learning opportunities. QPR, CPR, CPI and YMHA trainings are still located in FirstClass for staff member sign up.

Technology and Instructional Services are collaborating on procedures and processes necessary to use training resources and platforms that are available to FSDB. The resources include, but are not limited to, Hoonuit, an independent learning PD site, and the Microsoft Innovative Educator program. The resources will help staff members as we transition to O365, as well as serve as a resource to individuals that wish to increase their knowledge in a specific area. Some of the training platforms include Track and Google Classroom. Track is currently used for tracking points for teacher recertification, but has the potential to be used for registration, housing agendas, and completion of implementation.

❖ Priority Goal 3: Enrollment Champion - Dr. Prickett

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

<i>Performance Measure</i>	2018-2019	2018-2019 Goal
Peak Enrollment	535	550
Admissions Evaluations	88	N/A
Number Eligible	76	
Number of Withdrawals	47	
Number of Outreach Evaluations	5	

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

All staff professional development modules are complete, and most staff members have completed the trainings on time. Additional staff at the district level, including Specialists in the Instructional Services Department, who are working in the schools were added to the pool of professional development participants.

Five of six student lessons have been developed and students are working to complete these lessons prior to spring break. Data on completion, suggestions or opportunities for improvement, and suggestions for change are being analyzed and included in planning for next year.

TQA is in the process of launching the Spring Adobe Connect compliance trainings. Topics include: Attendance and Leave, FERPA, General Workplace Safety, Hazardous Materials, Homeless Students, Identifying and Reporting Fraud, Personal Protective Equipment, and a QPR refresher.

❖ Priority Goal 5: Stakeholder Relationships and Communication Champion- Nancy Bloch

Collaborative efforts continue to see increased FSDB outreach to and relationship building with personnel in state government and legislative offices, school districts, and specialized service providers. Launch of the new FSDB website at the start of the new year brought forth rave reviews, including the webpage for the Mason-Dixon Girls Basketball tournament hosted by FSDB. Content and design updates to the Admissions brochure are forthcoming. A Spanish version of the About FSDB Booklet is being added. Outreach packets have also brought forth positive remarks; development of Spanish packets is in progress. A new slide deck entitled FSDB Programs at a Glance mirrors marketing collateral being used. Representation at conferences, meetings, and events are ongoing - exhibits, presentations, poster sessions, and workshops. Radio PSAs and related publicity efforts have also increased. Welcome packets will be developed for the new Florida state legislative session. Campus personnel will welcome district personnel and parents from across the state to the second Outreach Department-hosted FSDB Expo on February 28, which will showcase school resources offered to current students and outreach services for school districts serving DHH, BVI, and deafblind students. Periodic internal news "Did You Know?" postings help campus personnel to become more familiar with individual departments and their roles/responsibilities.

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

Climate Surveys are being updated in preparation for launch in early 2019. The Employee Engagement Survey has been launched. 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 Champion - *Carrie Arnold*

YTD Turnover Rate = 5.8%

YTD Retirees = 7

Percent of filled FTE positions = 93%

❖ Secondary Goal C: Campus Infrastructure Champion - *Julia Mintzer*

As of the date of this report, Our Facility Planner, GLE Associates, has conducted assessments of 17 buildings and is currently assessing the remaining buildings. All building assessments are scheduled to be completed by the end of March.

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

<i>Performance Measure</i>	2018-2019	2018-2019 Target
Private Dollars: Percent of Progress Toward Annual Goal	88%	\$1,600,000
Number of Donors	1610	1375
Number of Donations	1649	2400

Respectfully Submitted,
Julia Mintzer
Administrator of Business Services

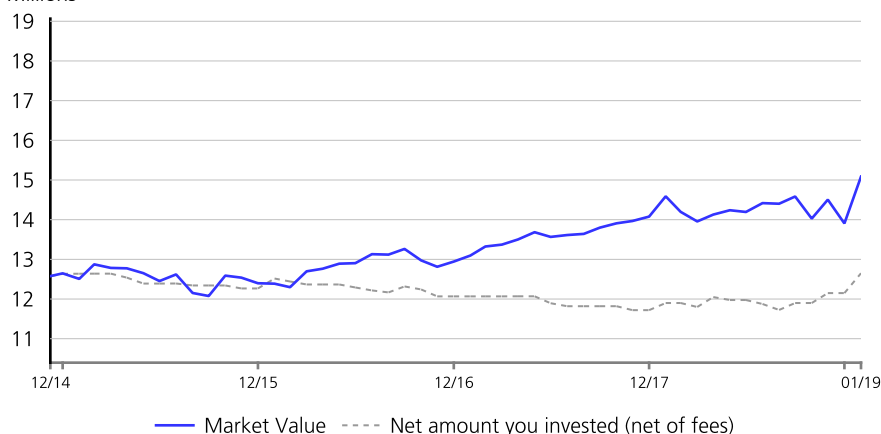


Performance review

as of January 31, 2019

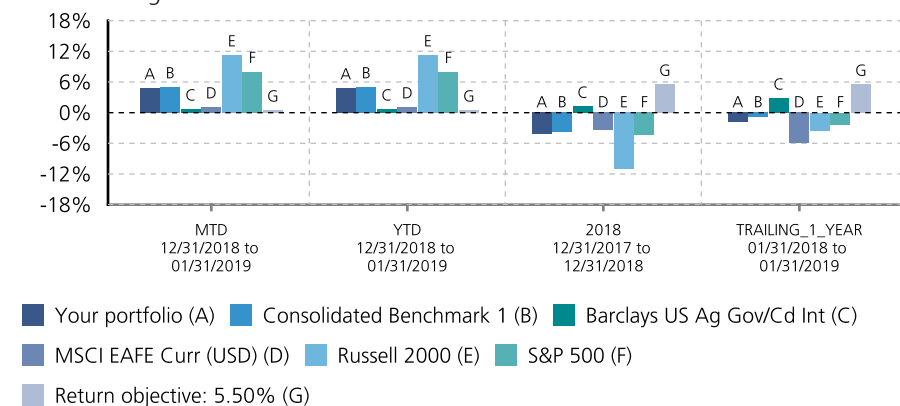
Sources of portfolio value

\$ Millions



Portfolio and selected benchmark returns

Net Time-weighted returns annualized



Consolidated Benchmark 1:Start - Current: 14% Russell 1000 Value; 14% Russell 1000 Growth; 3% Russell SmCap Complete; 10% Russell Mid Cap-Eq Wt; 10% MSCI EAFE-NR; 49% Barclays Agg Bond
Past performance does not guarantee future results and current performance may be lower/higher than past data presented.

Consolidated report prepared for Board Of Trustees For

NX XX189 Fixed Income
NX XX181 ESG
NX XX191 Div Ruler
NX XX190 QGARP
NX XX187 Fixed Income

NX XX182 SMID Equity
NX XX186 Div Ruler
NX XX188 QGARP
NX XX183 ESG
NX XX184 Div Ruler

NX XX185 QGARP

Portfolio value and investment returns

Performance returns (annualized > 1 year)

	MTD 12/31/2018 to 01/31/2019	YTD 12/31/2018 to 01/31/2019	2018 12/31/2017 to 12/31/2018	1 Year 01/31/2018 to 01/31/2019
Opening value	13,904,916.17	13,904,916.17	14,076,855.86	14,588,422.90
Net deposits/withdrawals	480,438.28	480,438.28	337,970.94	662,359.71
Div./interest income	29,631.04	29,631.04	401,581.52	407,153.48
Change in accr. interest	-2,410.73	-2,410.73	-1,951.54	-5,722.32
Change in value	671,879.51	671,879.51	-909,540.61	-567,759.50
Closing value	15,084,454.27	15,084,454.27	13,904,916.17	15,084,454.27
Net Time-weighted ROR	4.80	4.80	-4.15	-1.85

Net deposits and withdrawals include program and account fees.

Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

	MTD 12/31/2018 to 01/31/2019	YTD 12/31/2018 to 01/31/2019	2018 12/31/2017 to 12/31/2018	1 Year 01/31/2018 to 01/31/2019
Your portfolio(%)	4.80	4.80	-4.15	-1.85
Consolidated Benchmark 1	5.00	5.00	-3.76	-0.79
Barclays US Ag Gov/Cd Int	0.66	0.66	1.19	2.80
MSCI EAFE Curr (USD)	1.07	1.07	-3.37	-5.90
Russell 2000	11.25	11.25	-11.01	-3.52
S&P 500	8.01	8.01	-4.38	-2.31
Return objective: 5.50%	0.46	0.46	5.50	5.50

Additional information about your portfolio

as of January 31, 2019

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

	Performance	ITD Start date to 01/31/2019
Consolidated	12/08/2014	4.46%

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



Disclosures applicable to accounts at UBS Financial Services Inc.

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

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

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

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

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

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

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

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

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

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

Benchmark 1 - For Advisory accounts, Benchmark 1 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.

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

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

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

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.



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

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

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

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

Performance Start Date Changes: The Performance Start Date for accounts marked with a 'A' have changed. Performance figures of an account with a changed Performance Start Date may not include the entire history of the account. The new Performance Start Date will generate performance returns and activity information for a shorter period than is available at UBS FS. As a result, the overall performance of these accounts may generate better performance than the period of time that would be included if the report used the inception date of the account. UBS FS recommends reviewing performance reports that use the inception date of the account because reports with longer time frames are usually more helpful when evaluating investment programs and strategies. Performance reports may include accounts with inception dates that precede the new Performance Start Date and will show performance and activity information from the earliest available inception date. The change in Performance Start Date may be the result of a performance gap due to a zero-balance that prevents the calculation of continuous returns from the inception of the account. The Performance Start Date may also change if an account has failed one of our performance data integrity tests. In such instances, the account will be labeled as 'Review Required' and performance prior to that failure will be restricted. Finally, the Performance Start Date will change if you have explicitly requested a performance restart. Please contact your Financial Advisor for additional details regarding your new Performance Start Date.

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

Portfolio: For purposes of this report "portfolio" is

defined as all of the accounts presented on the cover page or the header of this report and does not necessarily include all of the client's accounts held at UBS FS or elsewhere.

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

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

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

This information is supplied by Morningstar, Inc. on a weekly basis to UBS FS based on data supplied by the variable annuity which may not be current. Portfolio holdings of variable annuities change on a regular (often daily) basis. Accordingly, any analysis that includes

variable annuities may not accurately reflect the current composition of these variable annuities. If a variable annuity's underlying holding data is not available, it will remain classified as an annuity. All data is as of the date indicated in the report.

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

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

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

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

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

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

Important information for former Piper Jaffray and McDonald Investments clients: As an accommodation

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

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

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

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

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Performance details by month

for December 31, 2018 to January 31, 2019

NX XX189 Fixed Income
NX XX181 ESG
NX XX191 Div Ruler
NX XX190 QGARP
NX XX187 Fixed Income

Consolidated report prepared for Board Of Trustees For

NX XX182 SMID Equity
NX XX186 Div Ruler
NX XX188 QGARP
NX XX183 ESG
NX XX184 Div Ruler
NX XX185 QGARP

Consolidated

	Opening portfolio value (\$)	Net deposits and withdrawals (\$)	Dividend and interest income (\$)	Change in accrued interest (\$)	Change in value (\$)	Closing portfolio value (\$)	Net time-weighted returns	
							Period Returns	Annualized (>1 yr) since start date
2019	13,904,916.17	480,438.28	29,631.04	-2,410.73	671,879.51	15,084,454.27	4.80%	4.80%
Jan 2019	13,904,916.17	480,438.28	29,631.04	-2,410.73	671,879.51	15,084,454.27	4.80%	4.80%
Total	\$13,904,916.17	\$480,438.28	\$29,631.04	\$-2,410.73	\$671,879.51	\$15,084,454.27		4.80%

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Report created on: February 06, 2019

Board of Trustees Meeting, March 1, 2019

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Benchmark 1 - For Advisory accounts, Benchmark 1 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.

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

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



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

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

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

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

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

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

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

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 - 2) Would you like to implement or modify any restrictions regarding the management of your account?
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Law Enforcement Appreciation Day Ceremony

Blind Elementary and Middle School Students participate in a program entitled Positive Behavior Support, better known as, PBS. This curriculum encourages students to follow the 3 B's: Be Respectful, Be Responsible, and Be Cooperative, in both their school and the community. As such, every year, the students participate in a community service project. In their research, they discovered that in 2015, an organization entitled Concerns of Police Survivors (COPS) dedicated January 9 as National Law Enforcement Appreciation Day. They hoped that the general public would show law enforcement officers that we recognize the difficult career they have chosen. The students felt that this encompassed all aspects of PBS and decided to show their appreciation to law enforcement.

The students created a banner for the FSDB police department. The banner shows a flag painted entirely with student handprints. This symbolism was chosen as (according to Aristotle) the hand symbolizes strength, power, and protection; all characteristics of a law enforcement officer and the job they do. The banner's flag portrays the thin blue line, which represents police officers, standing in unity, to separate the chaos from the order. The wording on the banner states, "For All You Have Done and All You Will Do I Feel Safe Because of You." The students also designed and made thin blue line key fobs using Paracord to be presented to each member of the police department along with letters of appreciation and painted high-fives to be shared throughout the department.

A student leadership group hosted the ceremony for the entire elementary and middle schools in the music building. The color guard marched in to start the ceremony and students recited their essays of appreciation the officers. It was a real pleasure to present the gifts to the FSDB police department, and students got a great deal out of writing their essays, making the gifts, and facilitating and participating in the ceremony.

April Wallace, M.Ed. - Elementary Braille Specialist

Community Field Trips

On January 18th, our elementary and middle school unique learner classes attended an orientation and mobility community outing to the St. Augustine Fire Department. Firefighters Andy and Casey gave the group a tour of the firehouse, firetrucks, and living quarters. The students had the opportunity to touch and explore the fire equipment and clothing that each firefighter wears to an emergency. Firefighter Andy and Casey even raced to see who would put their gear on the fastest and to show us that they can put it all on under a minute and forty-five seconds. The students had excellent questions about fire emergencies, the job of a firefighter, and about the fire equipment. We were so pleased with Firefighter Andy and Casey's tour! They were so patient and took the time to answer all of the students' questions. A week after the visit, a group of students dropped off a thank you gift to the fire department. The students put together two baskets full of coffee,

creamers, sugar, and FSDB travel mugs! Everyone keeps saying that this was our best trip this school year!

On February 1st, our elementary and middle school unique learner classes attended an orientation and mobility community outing to the Oldest House. Mr. Kevin Procaccini gave the group a tour of the Oldest House and the surrounding gardens where students learned about the history and occupants of the house. The Oldest House was occupied since the early 1600s. Mr. Kevin brought history to life by showing the evidence of the First and Second Spanish, British, and American occupants. He took time to answer all questions from the students and did a great job describing the parts of the house. The students learned how life is different today as compared to the 1700s. They explored the filtration system for brackish (salty) water through a porous stone and learned how past occupants still had to add vinegar or alcohol to the water to be able to drink it. They learned how the building started with only one room and grew larger as newer occupants came. They also learned about the house becoming an inn to help the occupants make money. On the second floor, Mr. Kevin told the students about the design of the house and how each design was created to assist with cooling, warming, or using all possible space efficiently. There was even a wall by the bedroom which could be folded up to allow for more space when needed. The students were given a lot of information and used excellent orientation and mobility skills to move throughout the house and gardens.

Jen Enache – Orientation and Mobility Specialist

Literacy Week Social Studies Learning Fun!

Stein's Social Studies Students celebrated literacy week by reading jokes, tall tales, and nursery rhymes. The readings were fun, exciting, weird, and informative.

Students read different roles as they teamed up for a Reader's Theater story, "Davy Crockett." It told the tall tale of how Halley's Comet got its name and how Davy Crockett along with Davy Crockett saved the world and warmed his toes.

"Call Me A Biscuit" was filled with country comebacks, sayings, stories, and silliness. It was hard not to laugh at the thirsty water moccasin, the naïve salesman, or the poor church visitor with two black eyes.

The week culminated in readings from "Father Gander," a politically correct book of children's poems. The nursery rhymes have been updated for the modern world. For example, if Jack can jump over the candlestick, so can Jane. If we want Twinkle Twinkle Little Star to keep shining, we need not pollute the atmosphere. Jack and Jill tackled that hill and safely finished the job they started. Social Studies includes so much more than ancient history. The evolution of oral stories is an important concept to understanding different cultures and time periods. Let's Love Literacy!

Edith Stein – Middle School Social Studies Teacher

Celebrate Literacy Week in the Library

Literacy Week, January 28th-February 1st the library was full of fun. We started the week with poetry & popcorn. On Monday, Middle School students had been asked to read a book of poetry and come prepared to share their favorite poem and explain what the poem meant to them and why it was their favorite, while the rest of us snacked on popcorn and learned about many different styles of poetry. Tuesday, Middle School students came and presented biographies of some of their

favorite performers and world leaders. Wednesday, we dug into digital literacy discussing important online vocabulary terms and ways to stay safe when using the Internet. On Friday, our littlest learners had a tea party with Lucy Goose (Mother Goose's sister) exploring nursery rhymes and some students even put Humpty Dumpty back together again. The grand finale had St. Augustine Mayor Nancy Shaver come to our library and read aloud Horton Hears a Who by Dr. Seuss to our youngest elementary students sharing the message, "That a person's a person no matter how small."

Joy Carriger - Librarian

Learning to Write in Cursive

This year two large print students in Ms. Bilancio's 2nd grade are learning to write cursive. Cursive is any style of penmanship in which some characters are written joined together in a flowing manner, generally to make writing faster. Enoc Ortiz and Moses Juedy are highly motivated to learn and take great pride in their accomplishments. Way to go boys!

Mary Bilancio – 2nd-grade teacher

5th Grade Update

5th-grade students participated in the prescribed Literacy Wheel activities each day and were happy about reading to the kindergarten and first-grade classes. They read Chicka Chicka Boom Boom and also completed a coconut tree scavenger hunt activity that aligned nicely.

The fifth graders had wonderful Achieve results in January, with a few students gaining near or over 100 points of growth at the half year point.

Students have been exchanging classes since January and doing remarkably well. They report feeling more mature with changing classes, and their work and attitudes are progressing.

Fifth grade will be finished with their Journey's series for reading, writing, and language arts around Spring Break and will be focusing on FSA practice and novel studies for the final quarter.

Michelle Garay – 5th-grade teacher

Kiwanis Presentation

BHS seniors Gage Vanderwerf and Rheana Robinson had the opportunity to speak at the Kiwanis Club luncheon on 2/5/19. Both students gave a brief speech to the club members about their time at FSDB and how important the school has been to them in their life. They followed up by taking questions from the audience. They were poised and answered each question with thoughtful, articulate responses. It was a very positive experience, and the students represented our school and themselves exceptionally well.

Justin Cosgrove – Blind High School Assistant Principal

FSDB Teachers Present to Students in Tampa Public School

On January 18, 2019, April Wallace (Elementary Braille Specialist) and Keith Young (Physical Education teacher) accepted an invitation to present to 5th-grade students at Sanders Memorial Elementary School located in Tampa, FL. The students were in the midst of a “compassion project” which consisted of designing games to be used by the athletes between sporting events during the Special Olympics. The students were learning how to adapt and modify their games to meet a variety of needs. Mrs. Wallace and Coach Young talked about how the eye works and students were shown pictures of how different things are impacted depending on the visual impairment. Adaptations such as various kinds of lighting, tactile demonstrations and the use of colors were shared with the students. Students then participated in several mobility exercises using vision simulators and white canes. Coach Young demonstrated Cobra Ball, a game he developed specifically for Special Needs students.

The highlight of the presentation was when the students interacted with two FSDB alumni: Daryl Walker, a current para-Olympian, and Nick Thompson, a current junior in college studying education. Both alumni shared personal experiences with the students, and Mr. Walker even brought the medal he had received from the Rio Olympic Games for students to touch and take pictures.

After the presentation was over the classroom teacher received multiple messages from parents sharing their gratitude to FSDB for coming down for the presentation. One message she shared with FSDB stated,

“I just wanted to reach out and thank FSDB for what you did today in class. [Student Name] could not stop talking about meeting Daryl Walker and Coach Young. He loved meeting them and playing Cobra Ball. He told me all about what it was like to not be able to see and how they are just ‘normal people.’ He even wanted us to play Cobra Ball tonight by putting on blindfolds and using a ball in a plastic bag. The team from FSDB has made a lifelong impact on [Student Name]. Thank you for coming out.”

April Wallace – Braille Specialist

Chess Team Members Attend First Chess Tournament

Several members of our chess team attended a chess tournament and competed against chess clubs from throughout metropolitan Jacksonville and neighboring counties. The event was the 22nd Annual Jacksonville Scholastic Championship held on February 2, 2019, hosted by Scholastic Chess. Three elementary students attended the competition: Briyonna Fisher - 3rd grade, Nathaniel Figueroa - 4th grade, and Khayree Lofton - 5th grade.

Our students are still beginning chess players. Although they were slightly disappointed, they did not win, and overall it was a wonderful experience for them. They received commemorative medals, and they were recognized by the tournament. They also received cheers and accolades from the crowd!

Mr. Lucio Garay – Elementary Math Teacher

FSDB Outside Musical Groups

Outta Sight performed twice in January. Their annual performance at the Sons of Italy in America at the St. Anastasia Catholic Church was on January 17th. The performance was a ticketed event, and over 350 people were in attendance.

On Jan. 30, Outta Sight traveled to Orlando for their performance at the opening of the ATIA (Assistive Technologies Industry Association) Convention. This event was attended by approximately 3000 people from all over the World, and most of them were present for the opening. We were set up at the entrance to the exhibit hall, and plenty of people stopped to listen and take pictures. We know that one of our CDs is on its way to Dubai!

This year's N'Vision group has some rapidly developing talent, which bodes well for Outta Sight since these are the members of future iterations.

Outta Sight will make its annual trip to perform for the Arc of Putnam County's Eddie Mooney Awards Banquet on March 7. Both groups will play at Night Market, an event which is held at the St. Augustine Amphitheatre, on March 12. Outta Sight is also booked for the Romanza Festivale in May.

Blind High School Students Experience Hockey from the Pros

On Thursday, January 31st, students from the Blind High School Program had a fantastic opportunity to try the sport of hockey with the help of the professional hockey team, the National Hockey League's best, the Tampa Bay Lightning. Members of the Lightning came to campus to introduce the sport of hockey to many of our High School students and all participants had the opportunity to learn some of the fundamental skills involved, including how to handle a puck (ball that made noise in our case), make passes, and shoot on a goal on our outdoor basketball court. The Lightning brought along hockey equipment that they donated to the school, and each student was given their own hockey stick. After school, that day students loaded up on a bus after school and traveled to the Jacksonville Ice Center to learn how to skate. This event was also put on with the help of the Lightning. The Lightning provided all the protective equipment, to include helmets and skates so that the students would be safe on the ice. After an initial few minutes of figuring things out, nearly all of the students were able to skate around the ice rink by themselves, make passes using both a real and blind hockey puck, and take shots on goal. The experience was, and all involved were thrilled to witness how quickly students picked up the various skills and how much fun they were all having. Staff from the Lightning were so impressed by our students and were moved by the joy they found in learning new skills and having such a great experience. Students are still talking about the event and are anxious to get back on a rink to further advance their skills and have some fun.

Blind Department Students Learn to Ski

The FSB Ski Club is an opportunity to allow our students to explore winter sports, increase confidence, increase physical fitness, and work on the expanded core curriculum. The students that participate in the ski club must have good academic standings, good behavior in the dorms and school, they must complete physical workouts with the ski club and on their own time, attend scheduled meetings, and participate in extra-curricular activities throughout the school year. Each student works towards a point system, and the top ten students are invited to be part of the trip if

funding is available. Each student is responsible for the paperwork and making sure it is submitted on time. The ski club requires and promotes responsibility, planning, time management, social skills, academics, physical fitness, and self-advocacy. Being part of the FSB Ski Club has pushed students outside of their comfort zone, increases self-confidence, and assisted with orientation and mobility. The program empowers our students and shows them that they can do activities they never thought they would be able to do and teach them different ways to stay physically active. Students who participate in the program must be physically fit, and throughout the school year, they complete a workout log that indicates their performance and progress over the school year. Each student is required to submit workout logs with signatures. The students walk 1-3 miles a day, five times a week, and perform jumping jacks, chair squats, plank, push-ups, leg raises, crunches, lunges, bridge lift (2 sets for 30 seconds). They record and increased the challenges weekly with the number of sets and time amount. Another benefit from our new venue for the ski trip is the students are required to work on independent living skills. Each student participates in preparing meals, using the oven/stove, and cleaning up after our meals. They assist with cleaning their rooms and making sure their items are organized and easy to find for each activity. The new Ski Club will focus on all nine areas of the expanded core curriculum; while students have the opportunity to experience winter sports!

After a lot of researching and planning the Ski Club will be going to Richmond, Vermont from March 4-10, 2019 with assistance from the Vermont Adaptive Ski & Sports at Bolton Valley Ski Resort. This trip will be the ski clubs first adventure to Vermont. While in Vermont the students will have the opportunity to participate in downhill skiing, snowboarding, snow-tubing, cross-country skiing, skating, sledding, rock climbing, and swimming. Professional ski-instructors from Vermont Adaptive Ski and Sport will work individually with each student, and all trip activities will be closely monitored by adaptive ski and sports instructors, volunteers, and four FSDB chaperones. Ms. Cristina Sapp, Mrs. Samantha Lang, Mr. Tim Puch, and Mr. Scott Adolf will be chaperones for this trip. On Friday, February 1, 2019, the team announced ten students would be attending the ski trip this year, which is the first time in several years we had over ten students interested and the funding to send ten students on this trip. It is very exciting!

Jennifer A. Enache, COMS - Orientation and Mobility Specialist

Physical Education

Deaf Elementary Students

Elementary classes have completed their third quarter physical fitness testing. The last three weeks the elementary girls have learned different skills related to football. The students have learned how to hold the ball properly. They have also learned how to throw and catch the ball. With one of our many lead-up games, our younger girls truly love to chase, flee and dodge from each other with the football. This activity helps the girls to learn how to react quickly and accurately to others. Our older girls enjoy that activity too. Their favorite activity is the Football on Spots. This activity requires a lot of teamwork and at the same time helps our students to improve their throwing, catching, fleeing, dodging, jumping, and a few other skills.

Our Deaf Upper Elementary boys are now applying what they've been learning in the 1st semester to various types of cooperative and lead-up games. They've been learning locomotor and manipulative skills, and now have the opportunity to use them in small and large game settings.

Deaf Middle School

The middle school girls are also learning different skills related to football. Soon, they will learn a few flag football rules. The flag football season will start soon. We want our girls to experience playing football so they can decide if they want to try-out for the team.

Deaf Middle School Boys are currently in their 2nd week of a weight training unit. They have been learning a variety of different lifts and exercises they will be able to incorporate into their workout geared towards an activity of their choice. For example, students interested in basketball will apply exercises that will make their lower body stronger. New terms related to weight training are introduced and reviewed on a weekly basis.

Deaf High School

DHS HOPE. We now have a new group of students, and we're starting our semester strong by teaching Foundations of Personal Fitness along with Healthy Habits for teens.

Blind Elementary School

The elementary students have just completed their physical fitness test for the third quarter. We assess the students in the following areas: height, weight, pull up, hamstring flexibility, shuttle run and timed sit up and one-mile run/walk.

They worked on dribbling a soccer ball while keeping the ball in close proximity to their person. We then switched sports and just began dribbling a basketball. We will continue to provide multiple opportunities for the students to achieve success while dribbling, a basketball and/or a soccer ball.

Blind Middle School

After returning from winter break, middle school students completed 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. Students are currently working on a soccer unit. Students have been learning how to control the ball while dribbling, passing and trapping. Over the next several weeks students will participate in scooter soccer and foosball.

Blind High School

The HS weight training class began with a brief review of how to use the equipment properly. They have also started to create individual challenges and goals for themselves. I will continue to provide feedback as needed.

High school HOPE class has started a unit on Human Sexuality. Information was sent home before 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

Donna Johnson - Physical Education Assistant Principal

Submitted by:

Carol Bogue

Principal, Blind Department



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Principal's Report
Department for the Deaf
To the Board of Trustees
March 1, 2019

This month has been busy in the Deaf Department. Data chats have been happening to review progress and growth on the Measures of Academic Progress (MAP) test. These have been led by the specialists and have provided good insight into areas of strength and need in each school. Since we are at the midyear point, we are starting to look forward to the 2019-2020 school year. Scheduling meetings have occurred to decide on a schedule that will meet the needs of the students. We have opted on a positive change for the upcoming year by changing our high school schedule from blocks to periods. The schedules across campus will align and allow for opportunities for social emotional learning, assemblies, and PBS activities to occur on Friday afternoons to enhance the academic program without pulling students out of academic time. Assistant Principals are meeting with their staff to begin the process of preparing for the change, keeping students and their needs at the forefront of all conversations and decisions as we move into the last part of the school year.

ELEMENTARY

So many amazing things happen in Deaf Elementary School! Here are a few of our favorites from this month! Many students came up with appropriate school-related goals for a New Year's Resolution. Teachers participated in an analysis of student achievement from first semester and began planning for second semester. A first grader exclaimed, "I can do this math by myself!" Newton, a service dog in training, came to visit Ms. Jenny's class along with his puppy raiser. Students learned about service dogs and even got to practice some puppy training. Three students volunteered to do a BOOK REVIEW of their favorite chapter book, and they did a great job! Their book reviews will become a part of Alexandria for other students to view to help them decide whether or not to check out this book at the library.

Students were busy over the winter vacation, with more than half of our students returning their completed ThinkStretch workbooks. Completing daily lessons in reading, math, and writing while on vacation helps eliminate vacation "brain drain," and keeps students in the habit of using critical thinking skills. This helps transition from vacation back to school work in January (and the teachers appreciate this!). Students who completed their workbooks were awarded a silver medal during a playground meeting in early January.

After returning from the break, students and staff jumped right back into learning. We celebrated student academic success from last quarter with an Honor Roll assembly, recognizing 33 students

who earned either Straight A or A/B Honor Roll. Our Honor Roll assemblies are 100% student-run, so Heidi's Helper and nine Student Ambassadors helped announce names, hand out certificates, monitor the prize table, and select PBS winners. It's fun to watch our students grow in to these leadership roles.

Congratulations to Muntaser, who attended the Board of Trustees meeting in January. He helped lead the Board and the audience in the Pledge of Allegiance. Muntaser requested to have his instructional assistant, Dave Griffiths attend the meeting with him (and truth be told, Dave also requested to attend). This special student-staff member relationship began when Muntaser, now in 5th grade, was in Kindergarten. Bonds like this are the heart of who we are in Deaf Elementary School. This led to a new tradition. We plan to allow students to choose who they would like to escort them to the Board Meeting in the future. How powerful this will be for our young learners to recognize and celebrate mentors who have impacted them in special ways.

A summary of the learning happening in the various grades are as followed: Kindergarten students are comparing different animals in the jungle and the arctic this month. They are using Venn diagrams and tactile craft projects. First graders completed graphs with M&Ms! Yum! Super Second Grade is working on the phases of matter and how they change. Third grade students are making connections! Two students experienced that "ah-ha" moment when they realized the connection between multiplication and division! Two proud 4th graders moved up a color level in IRLA. Fifth graders read to students in younger grades for Celebrate Literacy, Florida! Week. In Learning Lab, a student was becoming frustrated while trying to complete a project and a peer said, "Breathe deep and calm down." This is a technique the students have learned in Second Step, and it's so great to see them putting it in to action. We recognize that learning is more than academic learning. It involves teaching our students important social emotional skills that will benefit them for life.

MIDDLE SCHOOL

On January 18, middle school hosted the 2nd Quarter Honor Roll. The new Math Team was introduced. They will be competing against other schools at the end of February in Jacksonville, Florida and will compete again in Rochester, New York in April. The Battle of the Books teams were introduced and received their shirts and certificates from Gallaudet and Reading Counts winners were announced. We are proud of our students and staff who go above and beyond for these extracurricular activities.

Deaf Middle School continues to support our students in using PBS skills. They are working hard to earn dragon dollars for positive behaviors. Every other Tuesday, they have an opportunity to shop

for school supplies using their dragon dollars. They are able to go to the "PBS" store three times this year. The students always enjoy "buying" treats for the bus ride home. Students also have the option of saving their dragon dollars for a future purchase. PBS had a Positive Basket Drawing in February. Speaking of PBS, Deaf Elementary School celebrated kindness with us by hosting a kindness parade through our building and handing out compliments to students and staff. They shared PBS bracelets, high fives, and smiles to fill our building with kindness

Our enrollment has increased this month. We have added three new students in DMS. We currently have 28 eighth graders, 21 seventh graders, and 25 sixth graders. In addition to new students, we welcomed a new instructional assistant to our program.

Our students participated in several field trips this month. As part of the 8th grade Science curriculum, students went to Kennedy Space Center on January 10. They were able to tour the museum and see different aspects of space travel. The 6th graders had a field trip to Dunn's Creek State Park as part of their Agricultural Curriculum as well as a trip to Crystal River to swim with the manatees. During this trip, there were few manatees, but the students had a chance to interact face to face with one in the water. We know that hands on experiences to highlight the curriculum allows students to apply their learning and make learning memorable.

HIGH SCHOOL

In the high school, students continue to learn skills necessary to be successful after high school. Our teachers connect learning to scenarios they will encounter in adulthood. Teachers are meeting together on a monthly basis by content to review their curriculum and to discuss best practices in teaching. Content areas were asked to provide updates in their areas. While we know that learning is always happening, here are some highlights:

Math: Students in one math class have taken a real-world scenario of using basketball statistics from our Champion Lady Dragons to calculate measures of center. In other math classes, students are working on factoring polynomials using the greatest common factor. In financial algebra class, students are applying real-world skills and data to learning about automobile purchases using Kelly's Blue Book. Several of the math classes have started using an online program called IXL. This program can be tailored to students' individual needs as well as assessing standards in alignment with classroom instruction. The math team has also been reviewing several books from various publishers to aide in the book adoption that will occur this year. Lastly, Algebra 1 students received the much-anticipated Algebra 1 EOC scores from the December assessment. Based on the scores, 50% of the students who took the exam scored a level two or better, with two students

scoring at a level 3 or higher. These students who scored below passing scores will be continuing to develop skills to help them prepare for the retakes in March.

Some Access Algebra class students have continued to work with the ST Math program while new students have started working with ST Math learning about numbers, addition, & subtraction. Students are also continuing with Prodigy, a web-based math game, and have started using www.ixl.com for more mathematical practice on all concepts. In the Access Geometry class, we have started identifying the common geometrical shapes, flat shapes and 3D shapes. We are also learning about shape attributes and classifying them.

Social Sciences: Access US History students learned about timelines by making a personal one from their birth to the present. They are now making a pictorial timeline of America starting with the discovery of the New World. They are adding important events from American history to it, such as the Revolutionary War and the signing of the Declaration of Independence when these are covered as topics of instruction.

Access World History students have been learning about ancient civilizations. One group is building a model of a pyramid including a sarcophagus, another is building a Roman temple. All of the students learned to write their names in hieroglyphics.

In Personal Financial Literacy, we started the new year using the Next Generation Personal Finance program which will include discussions and learning information about employment, taxes, banking, managing credit, insurance, and budgeting. We have discussed and learned about how to get a job, job interviews (including clothing), how to complete a job application, recognizing common mistakes on job applications and how to solve the mistakes. Just recently, we have started to discuss and learn about taxes and the forms to be used and sent to IRS.

English Language Arts: To celebrate Literacy week, the English/Language Arts (ELA) team has decided to share the love for reading with the sunshine and beautiful weather. Another teacher states, "My students so far have LOVED reading outside! They have read at the Gobble Pavilion and on blankets out at Palm Row. A student in my second block mentioned, 'This was the most fun thing that has happened today!' We love seeing them get excited about reading!"

One teacher that was unable to weather the colder temperature states, "My classes have enjoyed the opportunity to have longer read aloud. One class is engaging in discussions provoked by ethical and moral issues that appear in *The Glass Castle* by Jeannette Walls. Another class is

learning about heroes and an unflagging pursuit of dreams from *Rocket Boys* by Homer Hickam, Jr. Another class is learning about life and character from *To Kill A Mockingbird* by Harper Lee."

New students in Access English/Reading classes were assessed and introduced to the class routine. Work continues on the 1200 High Frequency Word List. Students are making steady progress in acquiring their new sight word reading vocabulary. The News-2-You articles continue to challenge the students with reading as well as comprehension and writing skills. Leveled stories were given out.

OFF-CAMPUS PROGRAM

The second semester of the Off Campus Academic program is off to an exciting start! Students attending St. Johns River College, St. Augustine High School and First Coast Technical College are ready to embrace the challenges that lie ahead.

FCTC Ag Science students are learning how to operate large mowing equipment, e.g. John Deere, Triplex, Tractor, and Skag mowers.

Culinary Pastry students are baking homemade breads, and a variety of desserts for the Walter Reed Restaurant.

Cosmetology students are learning the art of facials treatments which includes waxing, eye lash and brow tinting.

Automotive students are learning about steering systems, rack and pinion and parallelogram. They are learning the names of various parts to each system. In addition, they are learning how to disable the air bag properly in order to work on the steering column which is part of the steering and suspension system.

Child Care students are learning about developmentally appropriate practice for young children. DAP framework is designed to promote young children's optimal learning and development. It is the goal of child care teachers to help each child meet challenging and achievable learning goals.

The student attending SAHS is reading the novel, **1984** written by George-Orwell.

Second Semester SJRSC students are enrolled in Elementary Statistics, Comp II, Intro to Criminal Justice System, Intro to Chemistry Lab, Macroeconomics and Psychology.

INTERPRETER SERVICES

The interpreting department is still in the hiring process to fill 2 vacancies. We have provided interpreted services for classes, IEP meetings, Admissions meetings, as well as other events on and off campus.

The Sign Language Proficiency Interview (SLPI) program is up and running. Interviews, ratings and follow-up meetings continued this month.

ANGELA SAUNDERS

Principal, Deaf Department



Parent Services Department

Submitted by Cindy Day, Executive Director of Parent Services

Parent Information

- Parent Services provided tours for 270 prospective parents, professionals, and community members during January 2019.
- Parent University classes for the Blind Department have been scheduled. Beginning Braille classes will start in March. This class will focus on basic knowledge of using a Braille, learning the alphabet, numbers, word signs and some basic contractions. This class will meet three times. After the conclusion of the Beginning Braille Course, Intermediate Braille class will be offered to expand on previous skills and to introduce more advanced contractions.
- Expanded Core Curriculum (ECC) classes will be taught for parents by FSDB Orientation and Mobility instructors. The first class on February 19, is entitled Blindfold Experiences; what could this be? During this class, Blind Department families will be instructed, while blindfolded on how to obtain information by using their remaining senses. The second portion of the Blindfold Experiences course is entitled Cooking without looking. This class will focus specifically on learning techniques to build skill and independence in the kitchen. Additional, ECC classes will address topics such as Self Determination and Recreation and Leisure.
- Family STEM Nights will also begin soon. The Blind Department is scheduled for their first event on Sunday, February 24. Families were sent a survey and it was determined that many families preferred to meet on the weekends. A Sunday afternoon meeting will also support the participation of parents/families, who live far from the school, allowing families to attend the event and then check their students into the dorm.
- Parent University instructors for the Deaf Department have been hired. Classes will be scheduled after the parent survey is complete to ensure we are meeting both content and logistical needs of families.
- FSDB parents have been attending a variety of capacity building events this year. Parent travel reimbursement has been made available and families have been encouraged to attend local community events.
- Parent Liaison and mother of two blind children, Misty Porter, and Kim Carr, Director of Early Intervention Blind/Visually Impaired, were appointed to the Florida Rehabilitation Council for the Blind (FRCB). The mission statement for FRCB, posted below, documents

the desire to ensure access to meaningful programs for Floridians who are Blind/Visually Impaired. This is a powerful partnership for FSDB.

- “The Florida Rehabilitation Council for the Blind reviews, analyzes, and advises on the policy decisions and evaluates the effectiveness of the Florida Division of Blind Services to ensure meaningful access to and use of vocational rehabilitation and independent living programs for Floridians who are blind or visually impaired. “

Parent Infant Program

- As of February 1, 2019, FSDB’s Parent Infant Program (PIP) served a total of 475 infants and toddlers ages 0-5 and their families. There were 225 Deaf/Hard of Hearing, 229 Blind/Visually Impaired, and 21 Dual Sensory Impaired children.
- Regional Coordinator, Teresa Donaldson Thomas, met with the Alachua County Pre-K Interagency Meeting to discuss home-based services available to families raising children with vision loss and/or hearing loss. She provided business cards and FSDB/DBS informational pamphlets to all Pre-K Interagency Meeting participants.
- Ms. Thomas delivered Toys for Tots to six families raising children with vision loss. Twenty-two family members benefited from the toy delivery during the holiday.
- The Alachua Regional Coordinator also met with staff at Family Focus Eye Care Center and discussed referrals by clinic staff that need home-based support services. She left informational pamphlets and business cards for staff to provide to future prospective referrals.
- Duval and surrounding counties Regional Coordinator, Amy Gallagher, was a vendor at the Horse Sense Round Up event. Families were able to participate in the farm/animal activities with pony rides, hayrides, petting zoo, and carnival games. She provided information about the program and sensory items for other participants to learn about the program and support for Blind/Visually Impaired children.
- The Director, Kim Carr, and Alachua Regional Coordinator manned a table at the Special Needs Resource Expo in Gainesville. This was a free event to provide an opportunity for parents and professionals to connect with and discover the wonderful resources that Alachua County and the surrounding areas have to offer its Special Needs Community. There were approximately 80 exhibitors present that offered resources for children and young adults: parent support groups, medical and therapeutic services, deaf and blind awareness, educational supports, respite nights, advocacy services, recreational, vocational, and much more.
- Carol Fratti, West Palm Beach Outreach Coordinator, has agreed to be the interim Chair for the Palm Beach Interagency Council. She will not be able to sit as Chair for the entire term due to her part time position.
- Isabel Dopson, Parent Advisor, met with families and their children to celebrate the Holiday season at the Center for the Blind in West Palm. The event was hosted by Carolyn Lapp, Director of the Center. Every year, she invites the children and families of FSDB to participate. They had Santa and his elves delivering toys to the children. Children needed

to be present to receive a gift. There were seven families at the event with a total of 26 people. Three Parent Advisors were also in attendance.

- Silvia Velarde, South District Support Coordinator, and Jennifer Cato, Director of Early Intervention Deaf/Hard of Hearing met at the end of January to discuss opportunities to share information about Parent Infant Program Services in south Florida. They reviewed Parent Advisor caseloads and additions of new Parent Advisors. They discussed the implementation of Family Forward in the South area. Letty Calderon and Janna Montagnino will be facilitating that parent and sibling training event on a quarterly basis in Dade, Broward, Collier, and Palm Beach Counties. Ms. Velarde will be covering Regional Coordinator duties in the south-central area until April, at which time we will replace Juliet Siver, who has stepped down from those duties.
- There are several new Parent Advisors, who are in the hiring process and will meet the needs of the Deaf/Hard of Hearing babies in the Western Panhandle as well as Palm Beach, Martin, St. Lucie, Indian River, Okeechobee and Southern Brevard Counties. Michelle Seal will be joining the Parent Infant Program to serve the Western Panhandle, where the program has seen the largest increase in families this school year.
- Discussions continue with the Department of Health and the state Early Hearing Detection and Intervention (EHDI) program, regarding partnering to improve services for families with young children who are Deaf/Hard of Hearing. This contract is being revised to change method of payment, as the Parent Infant Program will be unable to work on this scale in a reimbursement capacity.
- January SKI-HI attendance this year consisted of 14 participants. Participants this year came from California, as well as all over the state of Florida. This two-part, six-day course consists of several new Parent Advisors and several in the hiring process. Jessica Meyer and Miranda Nerland from the state EHDI office are participating in this year's training.
- Jennifer Cato, Gail Strassel, Silvia Velarde-Hoyos, and Sonia Garcia-DeNight will represent FSDB and the state of Florida at this year's EHDI conference in Chicago. The conference will take place in early March and will provide the opportunity to learn from various other state EHDI programs, guest speakers, and the auditory/oral Montessori preschool program in Chicago.
- Jennifer Cato and Elizabeth Wilcox will represent FSDB at the February Flagler Career Expo on February 6.
- Carmen Flores and Jennifer Cato attended the Advancing Accountability Training in Tallahassee on January 15.
- The south Florida area is planning a family event on March 9 and will utilize the Interpreting Services for the Deaf contract for the first time.
- Five Parent Infant Program families attended the January 12, Family Forward event held at FSDB.
- The next Family Forward event will take place on the FSDB campus on March 2. Michelle Dunn will be joining us as a parent trainer/facilitator.

L. Daniel Hutto Early Learning Center

- As of February 1, 2019, the Early Learning Center (ELC) was serving 21 children and their families. There were 15 Deaf/HH students with eight Pre-K and seven Toddlers. In addition, there were six Blind/VI students in the Pre-K program.
- The ELC PreK has almost doubled in size this year, growing from nine students in August 2018 to 16 in January 2019. Two additional children who are Blind/VI have been determined eligible and will begin attending within the next month. There are currently seven preschool aged children in application or file review status. The ELC staff has added two new staff members, one to replace a staff member who transferred and one new Instructional Assistant position. We are thrilled to welcome Michelle Tallent, an FSDB graduate and former employee, who joined the ELC team as an Instructional Assistant (IA). She replaced longtime ELC IA, Jackie Edwards, who transferred to Deaf High School. Kathy Fisher is the new Instructional Assistant in the PreK Blind classroom.
- The ELC Toddler Class is a 4-day/week program that meets Monday – Thursday from 9:00am-11:30am. Parents are welcome to bring their children any day(s). The Toddler Class offers opportunities for language, social and emotional development for the toddlers and educational and networking opportunities for the parents.
- The month of January brought a winter theme to the Toddler Class. The children played with pretend snow, learned how to make a snowman, painted with white paint and cotton balls and read stories about cold weather. They could be found all around campus bundled up in their jackets – experiencing our Florida winter. February will bring Valentine related activities.
- The Baby Dragon Club meets each Wednesday morning. Sharing the resources and expertise of FSDB professionals with our toddler families allows us to respond to parents' questions, concerns and share with them the depth of knowledge and programming that FSDB can offer their children once they are enrolled students. Dawn Parke, ELC teacher, has presented two of four Love and Logic classes for Parents with Young Children.
- The ELC American Sign Language (ASL) Parent Club meets Mondays to discuss and share books – learning how to present the concepts and stories to children in ASL and how to bridge some concepts to English.
- The ELC PreK children spent the month of January talking about winter. They enjoyed books about snowmen, winter activities and animals who live in cold places. They observed the properties of water as it transforms from solid to liquid and they learned how to prepare hot chocolate for themselves and for their peers as part of their grace and courtesy lessons.
- February brings us the second annual ELC Great Kindness Challenge. Supported by Positive Behavior Support (PBS), the children will be learning about kindness, noticing acts of kindness, and engaging in acts of service for our class, our school and our community. ELC families will receive an informational packet that includes cut out hearts and a list of ways

their child could show kindness at home. Parents are asked to write about it on a heart and send it back to school. Together, ELC staff, students, and families will create a kindness chain of hearts documenting the children's acts of kindness. The ELC goal is at least 100 Acts of Kindness.

- Sharing, making friends, paying attention, expressing emotions, and dealing with challenges successfully are critical to lifelong learning, success and happiness. Current research regarding social skill development in early childhood has shown that a strong social and emotional foundation helps boost children's learning and academic performance. When children are able to manage their emotions, get along with others, and persevere through challenges, their minds are free to concentrate on learning new things from parents, teachers, and peers.
- In the ELC, our mixed-age Montessori classrooms provide the children opportunities to learn from peers and from older children, which has strong effects on academic, interpersonal, and social development.
- Research also shows that children who enter kindergarten with good social and emotional skills may be more likely to attend college, earn a degree, and enjoy stable employment prospects later in life. Also, strong social and emotional skills at kindergarten entry help to lower children's risk of mental health problems in adulthood.
- Social-emotional skills can be taught. In the ELC, they work on this daily by doing things such as naming and discussing emotions, reading books with social emotional themes, talking about right and wrong, identifying good choices, encouraging saying please and thank you and showing ways to help each other, etc. The ELC social worker also comes weekly for social skills lessons.
- The upcoming events in the ELC include:
 - Feb. 7 – Donuts with Dad
 - Feb. 14 – ELC "Share the Love" Valentine's walk across campus
 - Feb. 28 – Great Kindness Challenge culminating activity – sharing books and stories with peers and reviewing our kindness chain

"Let us treat them therefore with all the kindness which we would wish to help develop in them." Maria Montessori

Career and Workforce Development Department

Submitted by Andrea Armstrong, Director of Career and Workforce Development

Priority Goal 1: Academic Achievement and Workforce Preparation

3D Animation / 2D/3D Art

- DHS Animation class started with history of animation and dove into animate cc lessons shortly after. Two DHS seniors will be preparing to take the Adobe Animate Creative Cloud industry certification with tutoring support from teachers after school.
- DMS art has been drawing character flipbook. They are doing color wheel project now.
- DHS art Just finished their drawing project. They are moving on to color wheel project now.

Building Construction Technologies (BCT)

- City of St. Augustine (COA) partnership -There was an all-day workshop on proper wood lathe use and demonstration of crafting was conducted by a COA facilities employee. Evaluation of updated equipment needs was also provided by the COA employee. A continuation of a blooming industry partnership is underway.
- Partnership with the FSDB Safety and Facility Operations continues by having BCT students prepare a site in between Settles gym and the Related Services building in order to pour cement slab for the golf cart parking space. More projects are planned for the spring such as the Related Services building beautification project with brick paving, hand-built bench seats, raised garden beds, and landscaping (partnership with the Garden Center program).

Horticulture Science (D&B Garden Center)

- Another Student Earns OSHA Certification: Chris Lis, a post graduate student from the blind department has earned his OSHA certification. He received a 92% on the final exam. Two other high school students are pursuing their certifications as well.
- Orchids from Worldwide Orchids in Apopka: The students assisted with a delivery of orchids. They are learning about orchids and orchid care in class so that they can share their knowledge when they go to the Jacksonville Landscape Show on February 7th. They will sell the orchids and hypertufa pots they made at the FSDB booth. Later this month the students will be taking a field trip to tour the Worldwide Orchid nursery.
- Raised Beds Behind the Nursery Being Shared with Deaf Elementary Dorm Program: Students in the elementary department are continuing to tend to their gardens. Right now, they have carrots, onions, cabbage, broccoli, and strawberries.

Culinary Arts

- The Level 1 culinary students are back at it. With a new group in tow this semester, they have been hard at work learning the basics of kitchen safety and sanitation, but that hasn't stopped them from making something delicious in the meantime. In an effort to help celebrate the birthdays of some of the staff here, the students put together some carrot-cake cupcakes complete with homemade cream cheese frosting. They even added some orange food coloring to the frosting so that they were "carrot" colored.
- The Dragon's Lair Café is doing well every day. In fact, the program has increased it has clientele as well as sales this year. Mid-year budget evaluation shows deposited generated funds from sales to be \$10,000. The program was initially supported with endowment (\$4,500) to assist with start-up costs for consumables.

- The Culinary Arts program has two high school students from the Deaf Dept. competing in regionals for SkillsUSA on February 22nd. Students and their coach practice two times a week. Practice for Regional Culinary Contest includes: starch cookery, vegetables, chicken fabrication, braised chicken, salad, proper seasoning, plating, and portion sizes.

SkillsUSA Chapter

- Student membership has significantly increased by 80% from last year. 27 students have registered for regional (February - Ocala) and state (April - Pensacola) competition. Six Career & Technical Education coaches (CTE staff) are working with students weekly to prepare them for the upcoming season of competition. Students not only demonstrate their skill set at competition, but also submit a resume and participate in professional development and community service.

STEM Club

- STEM Club started a project discussing non-Newtonian fluids, specifically oobleck (cornstarch and water). Oobleck is a compound that behaves like a solid when under pressure, but as a liquid when not. The students spent an afternoon experimenting with the compound and putting it into balloons so that its properties could be displayed without added cleanup required afterwards. Next month, the club is looking forward to making bath-bombs for Valentine's Day.

Campus Work Experience

- The Campus Work Experience Program is moving right along for the new semester. The Print Shop is a place student enjoy on the job training. They make on campus deliveries, collate forms, make flashcards for educators around campus and other needed jobs that are requested. When they get caught up on the work, they will learn 3D printing with a hands-on approach. This work placement is good for those who want to be busy and learn some technology.
- D & B Recycling is becoming a successful small business (service focus). Campus wide recycling is managed by the students in the Campus Work Program. Several students involved are learning job skills that are transferable to any kind of future employment.
 - Students work in teams: learning cooperation and communication with a coworker and with warehouse crew.
 - Decision making skills: looking at a situation and deciding if they need to change a bin or leave it.
 - Manual labor skills: how to tarp strap a load down and how to hook up and use a trailer for hauling.
- The D & B Recycle Team check bins on Tuesdays in the Deaf department. The Blind department checks Tuesdays and Thursdays. The students really enjoy working together.

Priority Goal 5: Stakeholder Relationships and Communication

- CTE Showcase: Four Florida postsecondary technical schools and one culinary arts training program (Hands on Education) have partnered with the Career Development Department

to have a booth at the Showcase. Students and parents will be able to network with representatives from these schools to learn about post-graduation options. In addition, two employers will have a booth at the Showcase to share information regarding future employment and best practices for job seeking - Walt Disney World Swan & Dolphin Resort and Hyatt Hotels.

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

Celebrate Literacy Week, Florida! was January 28th - February 1st, and the state-wide theme was "Spreading Literacy, One View at a Time." That week was a great opportunity to expand the reading culture campus-wide here at FSDB.

Blind Department

- **Monday-** Nonfiction Madness Monday: Teachers shared their favorite magazines, a newspaper article, or favorite nonfiction snippet with each of their classes. Library Classes participated in Poetry and Popcorn with middle school
- **Tuesday-** Team Up and Read Tuesday: Teachers and students collaborated to share reading and their favorite books through buddy reading or book talks. Staff and students wore their favorite team t-shirts in honor of Teaming to Read. Library Classes participated in Bios and Bites with middle school
- **Wednesday-** Wacky Jokes Wednesday: Teachers and students read and shared their favorite jokes and riddles. Staff and students dressed wacky, crazy, and mix-up/mismatched, to celebrate this fun day of literacy and laughs! Library students in grades 3-8 were digging into digital literacy.
- **Thursday-** Thankful Thursday: Teachers and students wrote thank you notes to share our gratitude with our school support staff, for example: health care, transportation, food service, instructional and technology services, housekeeping, etc. If inspired, classes researched a simple recipe and prepared a simple snack to share as well.
- **Friday-** Go Crazy with Fiction Friday: Teachers and students read and shared their favorite fairy tales, fables, folktales, and all types of fiction genre through a brief read aloud or book talks. Library classes has a fairytale fun day or Mother Goose Tea Party for grades ELC and K-2.

- **Ongoing activities throughout the week-** Surprise guest readers, “You just gotta read this...” morning announcements, and BHS Book Review YouTube Video project

Deaf Elementary School

- **Monday-** Drop Everything and Read outside: At 3:00-3:20, staff surprised the students with a message board that says "Drop everything and read outside."
- **Tuesday-** Leaders are Readers: 5th grade students read a book aloud to each class.
- **Wednesday-** Wear Words Wednesday: Students wore clothing with words on it.
- **Thursday-** ASL Poetry: Students viewed ASL literature (stories, jokes, poems, etc.). They also created their own ASL literature.
- **Friday Flashlight Friday-** Students read by flashlight! During their normal 100 book challenge time, students read in their classroom using a flashlight.

Deaf Middle School

- The big literacy event happening in our school was the opening of the Locker Library on Wednesday! The reading specialist has utilized empty lockers in the support staff hallway by filling them with leveled books and creating a Locker Library. Students learned how the library works with a sign-out system for students (and adults, too). The students can visit the library during the day AND also after school with dorm staff! Putting the Locker Library together involved collaboration with the Building Construction Technologies class in our Deaf High School, who designed and built the wooden shelves inside the lockers. We also had help from graphic design with our lettering for the bulletin board and the print shop with printing the letters as well as colorful book covers.
- Monday - Friday the individual reading classes have activities planned such as additional independent reading time & more read-aloud. Sixth graders had a book scavenger hunt. Clues were read and followed eventually leading to a treasure box of books where each student could pick a free book. They also had a contest trying to match staff to their favorite books. School-wide we also had Wacky Wednesday as the entire department celebrated the half-way mark with our 100 Book Challenge. We reached 400 steps in our reading logs. One line is equal to 15 minutes of reading. Our goal is 800 lines by the end of the school year. Wacky Wednesday meant you could wear crazy socks, hats, hair, and mismatched clothes!

Deaf High School

- Monday-Friday:
 - **Independent Reading Outside:** Our beautiful campus had plenty of excellent spots, including the gazebos, bulkhead, palm row!
 - **Increasing Reading Time:** Maybe you notice many of your students are really into what they are reading and think 15 (30 minutes for ELA) minutes is not enough.

Increase the time frame! Every Dragon<<Reads & Writes>>Every Day assigned specific days to specific disciplines/classes.

- **Creating Book Review Videos:** The students recorded themselves talking about the book they just finished reading. We uploaded and linked the videos in Alexandria so other students and staff can watch and decide if they want to read those books, too.
- **Readarounds:** Students discussed openly (with the class) about the books, articles, stories, etc. they read. Teachers also shared what they read!
- **Increase ASL Read Aloud Time:** Friday was World Read Aloud Day!
- Due to each class having different levels of reading stamina, proficiency, attention span, and instructional needs, all of the above was up to the discretion of the teacher. Even though some students' attention span, and stamina was not be parallel to others, this offered a time where we could challenge them to stretch their stamina and realize that reading does not only happen inside school (or even in a building).

Priority Goal 2: Professional Development

- The DHS Reading Specialist and DMS Reading Specialist taught the Signed Reading Fluency (SRF) and Spoken English Reading Fluency (SERF) workshop for a diverse group, including teachers (Early Learning Center through High School) and an assistant principal.
- Deaf Elementary School teachers participated in a DES-wide data chat. This data chat included celebrations for mid-year data, as well as recognized each teacher for their specific successes in the classroom. This data chat was in the form of a gallery walk, so related services professionals and administrators could view the data at any time in the week. Teachers then created goals to respond to what they saw in the data. Lastly, the teachers had follow-up meetings with the reading and math specialists to create goals at the classroom level to ensure continued student growth.
- Deaf Middle School teachers participated in a data chat during our Lead Literacy Team meeting with the following data compiled into a MAP Winter Results Comparison Sheet: RIT score, Flesch-Kincaid Readability (MAP), IRLA 2018, Lexile Range on MAP, TeenBiz Lexile (Midyear). Each teacher analyzed their own student data sharing out what they noticed and what would be their next step in instruction for continued growth.

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

Students in DES have made schoolwide average progress of 47% completion of ST Math curriculum as of the end of January.

Progress monitoring through math formative assessments (MFAS tasks) cycle is helping teachers and students see their learning of the standards.

Twenty percent of students on campus have participated in the Problem of the Week (POW) and Fluency Challenge so far this year with 300 POW solutions submitted and 1375 fluency challenge points earned to date!

Students in Deaf High School that were placed in new math courses during second semester took the Winter NWEA MAP assessments. Teachers continue to conference with students to set personalized goals and use the NWEA MAP data to plan instruction.

Sixty-eight percent of FSDB students who took the MAP Growth Assessment for Mathematics showed observable growth from Fall to Winter.

The Deaf High School's FSA Algebra 1 EOC results from the December 2018 administration were as follows: 50% of the students who took the exam scored a level two or above, with two students scoring at a level 3 or above. Students not yet meeting the graduation requirement for Algebra 1 are now in the Liberal Arts Math 1 course and will be continuing to develop skills to help them prepare for the retakes in March.

Priority Goal 2: Professional Development

Teachers and instructional assistants have been invited to monthly POWwows that focus on effective teaching practices and supporting student mathematical practice standards. During February and March, the POWwows focused on:

- Effective Teaching Practice: Support Productive Struggle & Posing Purposeful Questions
- Student Math Practice: Using Appropriate Tools Strategically & Attend to Precision
- Strategy: Openmiddle.com resources for problems & Really Good Questions

The feedback has been very positive and attendees keep coming back for more! Twenty-two participants have attended 3-5 of the 5 POWwows held to date and 30 or so who have attended at least once!

Module Study PD continues for k-5 teachers in the Deaf and Blind departments with a focus on learning mathematics content through job imbedded planning sessions. The focus for learners in January and February was on productive beliefs about mathematics teaching and learning as well as the essential elements and time needed to ensure effective core instruction.

The Deaf Middle and High School teachers continue to have coaching times with the specialist to work on various topics. The topics have included student data, assisting with IEP needs, brainstorming lesson ideas, learning new math technology programs (IXL Math), analyzing MFAS tasks, reviewing student portfolios, and comparing lessons in products that we are considering for textbook adoption.

During Deaf High School Math PLCs, MFAS rubrics are being used to score common tasks that the teachers have given to Algebra 1 and Geometry students. These discussions have allowed teachers to talk about how they have instructed students and how to improve instruction for students that have not yet mastered the task.

Math instructional materials review process for our 2019 adoption is in full swing. Teachers and specialists are narrowing down selections that have been vetted. Decisions will be finalized in the near future.

Priority Goal 5: Stakeholder Relationships and Communication

Math specialists attended the January Florida Association for Mathematics Supervisors (FAMS) conference. This conference provided legislative and assessment updates, as well as time to network with other districts about the upcoming textbook adoption, intervention programs, FSA preparation ideas, and implementation professional development plans for new curriculum.

Mathematic Specialists attended the monthly DOE Mathematics webinar in early February. The webinar's topic was on the Florida Standards Implementation Guide: Focus and accessing CPalms for course information.

The Deaf Secondary Mathematics Specialist has been working with the NTID Regional STEM Center (NRSC) to provide access for our teachers to utilize the IXL web-based program. This collaboration with NRSC will allow our students to utilize the IXL program through 2021 for free.

American Sign Language Specialists

Submitted by the ASL Specialists

- *Lenore Boerner*
- *June Ann LeFors*

Priority Goal 1: Academic Achievement and Workforce Preparation

Elementary ASL Specialist is on a Communication Team in the Elementary Department. This team consists of Speech and Language Pathologist, Speech Teachers, Reading Specialist, ASL Specialist, and administrators. They meet quarterly with a goal of opening lines of discourse about the students'

communication and literacy needs. The team has discussed several topics and have narrowed it down to two priorities:

- increasing students' conversation skills (in both ASL and English when appropriate)
- decision-making and resources related to phonics and phonemic awareness

As a result of this meeting, the ASL Specialists are now visiting students during their lunch time, once or twice a week, to engage in normal, everyday conversation, exposing to them ASL usage in conversational setting.

Elementary ASL Specialist took a small part in the Celebrate Literacy Week, Florida! She collaborated a list of videos for students to watch. The list had many videos that covered different parts in the ASL literacy. Elementary Specialist did a read-aloud with the 2nd grade class.

Elementary Specialist is continuing her push-in visits to different elementary classrooms. She continues to work with students in the ELC, 1st grade classes, 3rd grade classes and 5th grade class.

Elementary Specialist is continuing to observe elementary grade classes offering teachers with strategies to help students with their comprehension skills.

Priority Goal 2: Professional Development

Elementary ASL Specialist coordinated once a month silent lunch for Elementary teachers. This will continue for the rest of the year.

Elementary ASL Specialist presented her third (series of six) Professional Development workshop for teachers in the Elementary Department. She elaborated on Language Use, Language Ability, and Language Usage. She also went in details discussing BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency). These concepts are important to know and understand when it comes to working with Bilingual students.

Elementary Specialist attended “Fingerspelling Our Way to Reading” workshop by CLAD (Center on Literacy and Deafness) which was hosted on campus. An excerpt from CLAD’s website regarding this program:

“...an evidence-based, supplementary literacy program specifically developed for deaf and hard-of-hearing students from kindergarten through second grade. The 5-day per week program includes a variety of fun and engaging fingerspelling and reading activities. There are two components to this program:

- The 3-day per week *Fingerspelling Our Way to Reading* component enhances phonological awareness of fingerspelled words, which increases expressive and receptive fingerspelling skills and identification of printed words.
- The complementary 2-day per week *Fingerspelling Our Way to Reading* component focuses on reading comprehension. It provides additional reading opportunities using fingerspelling words in sentences and stories that are developed through each unit.

Secondary ASL Specialist assists High School ASL teacher Renee Geary every Friday to work on new ASL curriculum (True Ways ASL).

Secondary ASL Specialist visited High School ASL classes to assist Renee Geary and ASL students to register new True Ways ASL curriculum (ASL 1 and 2).

Secondary ASL Specialist continues to do push in science classes on every Monday and Tuesday to work with 6th and 7th graders.

Secondary ASL Specialist continues to do push in ESOL class two times a month on Wednesdays. Lenore gave a presentation on Deaf Culture and History and some ASL foundation.

On January 31st Secondary ASL Specialist taught 7th grade students in Emily's class about boundary and how to get attention in appropriate approach.

Priority Goal 5: Stakeholder Relationships and Communication

Both ASL Specialists volunteered their time during the 42nd Annual Girls Mason Dixon Tournament. The Elementary Specialist was the Game Host during the Opening Ceremony and was one of the few basketball statisticians. The Secondary Specialist handled ticket sales and monitored admissions at one of the two main doors at the gym.

ASL Specialist continues to attend Academic Bowl practice to get ready for Academic Bowl Regional Competition at Mississippi School for the Deaf on February 21st to 24th

ASL Specialist will start ASL tutoring soon with K-12 students who needs to learn ASL skills and Reception skills after school.

ASL Specialists and will attend FASLTA conference on February 14th to 17th in Ft. Lauderdale, Fl.

Admissions Department

Submitted by Tracie C. Snow, Administrator of Instructional Services

Enrollment as of 02/04/2019

Deaf Department

High School	Grades 9 – 12	163
Middle School	Grades 6 – 8	75
Elementary	Grades KG – 5	76
Totals: Deaf Department		314

Blind Department

High School	Grades 9 – 12	99
K-8 School	Grades K – 8	102
Totals: Blind Department		201

ELC (PreK)

Deaf	8
Blind	6
Totals: Deaf & Blind ELC (PreK)	
	14

FSDB Overall

High School	Grades 9 – 12	262
PK- 8	Grades PK – 8	267
Totals: FSDB Overall		529

Day Students (PreK -12)

Deaf	86
Blind	77
Totals: Day Students	
	163

Admissions as of 02/01/2019 to 02/04/2019

Deaf Department		Eligible	TA	Not Eligible
High School	Grades 9 – 12	0	0	0
Middle School	Grades 6 – 8	0	0	0
Elementary	Grades KG – 5	0	0	0
YTD Totals: Deaf		34	5	8

Blind Department		Eligible	TA	Not Eligible
High School	Grades 9 – 12	0	0	0
K-8 School	Grades K – 8	0	0	0
YTD Totals: Blind		17	3	3

ELC (PreK)		Eligible	TA	Not Eligible
Deaf		0	0	0
Blind		0	0	0
YTD Totals: Deaf & Blind		7	1	0

⌘ Applicants Scheduled: 7

⌘ Applicants Pending: 17

⌘ **New information to report:** As of 02/04/19, 65 of 68 (96%) of eligible students since 8/1/18 have enrolled.

Withdrawals as of 02/04/2019 and YTD*

Deaf Department		Month	YTD
High School	Grades 9 – 12	0	25
Middle School	Grades 6 – 8	0	5
Elementary	Grades KG – 5	0	10
Totals: Deaf Department		0	40

Blind Department		Month	YTD
High School	Grades 9 – 12	0	7
K-8 School	Grades K – 8	0	3
Totals: Blind Department		0	10

ELC (PreK)		Month	YTD
Deaf		0	0
Blind		0	0
Totals: Deaf & Blind ELC (PreK)		0	0

FSDB Overall		Month	YTD
High School	Grades 9 – 12	0	32
PK- 8	Grades PK – 8	0	18
Totals: FSDB Overall		0	50

*Year to Date Totals begin August 1, 2018

Professional Development for Academic Staff Members

Submitted by Randi Mitchell, Coordinator of Professional Development

Priority Goal 2: Professional Development

On-Campus Professional Development:

On January 19th, Teachers and Specialists from the Deaf Department could attend Signed Reading Fluency presented by Kathy Pyle and Brent Bechtold. This workshop is focused on delving into the seemingly murky world of reading fluency. Participants learned about the nature of fluency in this hands-on workshop and apply the research-based best practices and scoring rubrics that utilize the ASL fluency envelope and visual grammar, all of which can change your whole concept and approach to fluency instruction. Ten minutes per day of signed reading fluency practice can increase our student's 7 Cs when interacting with text: comfort, consistency, clarity, confidence, comprehension, chunking, and conceptual accuracy. This process can apply to creating vlogs and presentations for other content areas, such as science and history. Oral reading fluency for students who are hard-of-hearing also will be addressed.

Resource Material and Technology Center for Deaf and Hard of Hearing and FSDB hosted *Fingerspell Your Way to Reading* with Nancy Bridenbaugh. Fingerspelling Our Way to Reading component enhances phonological awareness of fingerspelled words, which increases expressive and receptive fingerspelling skills and identification of printed words.

Teachers also learned Fingerspelling Our Way to Reading component which focuses on reading comprehension. It provides additional reading opportunities using fingerspelling words in sentences and stories that are developed through each unit.

Additional Slice of PD Saturdays, after school series, and book chats will be put on the Master Calendar in Google Drive as the Professional Development is coordinated.

Priority Goal 5: Stakeholder Relationships and Communication

Stakeholder Relationships: St. Johns County ESE Program Specialists and Director of Professional Development visited FSDB to learn how Instructional Services created Pineapple PD and how it is used for Teacher Certification Renewal. While they were on campus, they had a brief tour of the school and visited the video production studio.

Off-Campus Professional Development:

Tracie Snow and Randi Mitchell presented at Future of Educational Technology Conference. They presented *Educating Teachers Through Social Media*. This poster session allowed for open dialogue of the creation of Pineapple PD and how we use it at FSDB as a resource. Tracie and Randi met individuals from all over the United States.

Marissa Harrer presented at Assistive Technology Industry Association, ATIA. Her presentation was titled *Crash Course in Classroom iPad Implementation: Top 5 Apps*. She presented on five different iPad Apps that could be used in the classroom to support classroom management, formal and informal assessment, and to review content.

Randi Mitchell presented at Assistive Technology Industry Association, ATIA, on *Theory of Mind in the Education Setting for Deaf/ Hard of Hearing Students*. She shared the struggles a child faces with a weak Theory of Mind and activities to help promote Theory of Mind Development in the classroom. Also, Randi Mitchell presented on *Digital Literacy and Video Production for Deaf/Hard of Hearing Students*. She showed how to use programs like QuickTime, BookCreator, and iMovie to publish content that supports ASL and English Bilingual education in the classroom.

FSDB Pineapple PD: FSDB Pineapple PD continues to film and produce videos, distribute post on the social media pages, and share Pineapple PD QR codes at conferences. The FSDB Pineapple PD cards are share in the Outreach packets that are given out from the Outreach Departments. The

Coordinator of Professional Development is working with the Specialists to develop Slice of PD on popular topics such as Elementary Writing, Social-Emotional Development, Tactile Graphics, Assistive Technology, Signed Reading Fluency, and 5 Parameters of ASL.

FSDB Pineapple PD continues to grow on the social media platforms and can be noted with the information below.

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

- *The Facebook page has 2,041 followers (81 follows since December 10, 2018).*
- *The Twitter account has 287 followers (2 follows since December 10, 2018).*
- *The Instagram account has 417 followers (18 follows since December 10, 2018).*
- *The YouTube account has 5,140 views among the 40 videos and 154 subscribers (568 views and 4 subscribers since December 10, 2018).*

Released in December (Data from Facebook):

December 29, 2018

June Ann Lefors- ASL Specialist

Instructional Services

Views: 4.7k

Reactions: 43

Comments: 3

Shares: 72

English Language Learners Department

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

Priority Goal 1: Academic Achievement and Workforce Preparation

- Provide ELL Language Facilitators, ELL Language Arts Courses to high school students and after-school tutoring for deaf high school and a deaf elementary referral. For Middle School and Elementary students, the ELL program provides either push-in or a pull-out model for services.
- All ELL students are currently taking the state assessment, ACCESS for ELLs or the Alternate ACCESS for ELLs. The testing window began January 28, 2019 and goes till March 8, 2019. Letters were sent in English and Spanish, along with informative packets to the parents informing them of this test.
- One ELL DHS student passed the Algebra End of course exam.
- One ELL BHS student was a PBS winner in February 2019.
- The month of February, is Black History Month. The ELL department is planning a Black History celebration in honor of the history, contribution and culture of black people. The

event includes students learning about Black History. The celebration will conclude with a Soul food luncheon.

Priority Goal 2: Professional Development

- All ELL staff continuing their FSDB Adobe school training.
- Three ELL Language Facilitators, that work in the blind department, will continue taking braille instruction from a Braille Specialist in order to better serve our ELL blind/visually-impaired students.
- ELL Specialist for the deaf is taking American Sign Language III class in order to improve her signing skills to better serve our students.
- Flagler College student to begin practicum in the ELL Deaf High School this Spring.
- ELL Teacher for the Blind wrote an article that appeared in the Kaleidoscope about the ELL Cultural Holiday celebration that was held in December, 2018.
- On January 11, a training was held by the FSDB Assessment Coordinator for the ELL Director, ELL Specialist for the deaf and ELL Teacher for the Blind in order to prepare and get certified to administer the state ELL test.
- The ELL Departmental meeting was held on January 22, 2019. Those included were the full-time staff and 5 Language Facilitators. Update information was shared regarding students, staff and ELL department.
- On January 15, the ELL Director, ELL Teacher for the Blind and ELL Specialist for the Deaf completed the Question/Persuade and Refer (QPR) training, the rest of the staff will complete the training on February 7.
- 2/1 and 2/8, the entire ELL department will attend training in Youth Mental Health.
- An ELL Consultant has been identified to provide WIDA (Consortium who developed the ACCESS for ELLs assessment) training to staff in the Title I schools on May 4, 2019. The goal of the training is to be able to use the ACCESS for ELLs test results and the WIDA Can Do Descriptors to better educate ELL as well as non-ELL students.

Priority Goal 3: Enrollment and Retention

- During the month of December, the total number of foreign language contact made for students and parents by the ELL staff through phone calls and/or translations was 197. In January there were 223.
- 9 file reviews were completed in December and January for possible English Language Learners (ELLs).
- There were 4 new ELL students in December 2018-January: 1 deaf high school, 2 in the Deaf Middle School and 1 in the Early Learning Center.

- The Special project to translate from English text to Spanish, the book, *Just Enough to Know Better* by Eileen Curran (UEB), has been completed. Plans to complete editing and printing will be the next step, then will be sent to the parents of our ELL blind braille students.
- Trilingual Packets are distributed at intake to Hispanic families of all possible ELL students. Perform file reviews on any applicant with a "yes" answer on the Home Language Survey.
- ELL Teacher and ELL Specialist maintain a website with current information.
- ELL student data is input into Skyward and reported to the state.

Priority Goal 4: Digital Citizenship

- ELL Staff continue to participate in the Digital Citizenship training.

Priority Goal 5: Stakeholder Relationships and Communication

- FSDB ELL Department has had a long excellent 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.
- Every month, the FSDB ELL Director participates on a phone conference with the FLDOE/SALA department on ELL and World Languages.
- January 13, 2019, a Northeast Florida Teaching English to Speakers of Other Languages board meeting was held in Jacksonville in which the ELL Director attended and serves as past President, now Member at Large. Plans are being made for a conference in the Spring.
- ELL Director is working on the Title III self-monitoring papers that is due to the Department of Education this month.
- The ELL District Plan, which is a 3-year plan, is a very thorough document which includes how FDDDB is meeting all requirements to serve ELL students and their families. The plan is due to the Department of Education on April 1, 2019.
- The ELL Director will be attending the National Association for Bilingual Education (NABE) conference in Orlando in March 2019. She will participate in the Teacher of the Year (TOY) 2019 awards luncheon since she is part of the selection committee.

Respectfully submitted by:

Tracie C. Snow

Administrator of Instructional Services



Technology Services Department contributions and collaborations:

- **Strategic Planning Goal 1 - Academic Achievement/Workforce Prep**

Meetings have been held to facilitate cross-campus planning and to provide training on the Future Scheduling tools within the student information system. These tools allow the schools to set up the 2019-2020 Master Schedule, set up course requests for electives, and run a variety of reports to ensure class sections are created as needed.

- **Strategic Planning Goal 2 - Staff Development**

Technology department (and other FSDB staff members) attended the Future of Educational Technology (FETC) conference in Orlando, Florida. This conference also includes sessions from the Florida Department of Education on technology-related topics and has a pre-conference activity specifically for IT Directors and staff who lead the integration of technology in school districts.

- **Strategic Planning Goal 3 - Enrollment**

- A variety of reports are being crafted to assist in looking at our projected enrollment overtime based on the numbers of students we have in various schools and grade levels. Reports were created for the Advancement, Communications and Public Relations and Parent Services department to illustrate the numbers of students FSDB served during the 2017-2018 school year.
- DeafTEC Camp will be offered June 24 – 28 for both FSDB students and non-FSDB students focusing on Career and Technical Education courses and careers.

- **Strategic Planning Goal 4 – Internet Safety and Digital Citizenship**

The final professional development topic was launched in January and the feedback has been extremely positive. Staff were happy to learn about web sites which are secure for shopping and how to recognize a fake site. This module also introduced the concept of phishing, which involves receiving a fake email in an effort to swindle people out of data or money.

Data/Information Systems

- Scheduling processes are underway. We have a variety of staff in new positions who have been attending trainings on the tools available, legal processes, timelines and more.
- Survey 2 is submitted annually to the Florida Department of Education. This Survey covers both student and staff data. Pre-Survey edit reports were run to validate information is up-to-date in preparation for submitting the Survey.
- School's leadership and administrative assistants were provided training on using the Substitute Teacher module within the Student Information System.
- Additional documentation is being created to support schools in completing processes such as receiving and utilizing Attendance Letters, Discipline Letters and following up on other notifications that can be automatically run.

- The second semester Shred Event took place February 28, 2019. Details regarding the amount of paper shred will be shared in a future report.

Network Administration and Instructional Technology

- The Network Administrator has become a member of a team to coordinate the roll-out of a new state travel system which will be housed online.
- Now that FSDB's new Data Center building has been installed, the next steps are being coordinated to install components ahead of the transition of the data center to streamline the move.
- All major infrastructure projects are moving along at a nice steady pace and a few small projects have been completed.
- One of the significant wind/rain storms we had took out the Satellite which provided the TV service to the dorms and other campus locations. The stand was replaced and all services have been restored – and were restored in time for the Super Bowl.



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

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

- Okeechobee D/HH Staff Training, 1/7/19
- Indicator 14 Post-School Outcomes Strategic Planning, 1/8/19
- TA Live! 1/10/19
- DOE Parent Group Virtual Meeting, 1/10/19
- NDA-Florida Transition Virtual Meeting, 1/11/19
- Lake City Focus Group / Roundtable 1/15
- NDC Phone Conference, 1/11
- BEESS Strategic Planning Meeting, 1/16/19
- UNF Deaf Ed Steering Committee, 1/16/18
- Training from the Back of the Room book study meeting 1/18/2019
- Fingerspelling Our Way to Reading, 1/19/18
- SKI-HI Training, 1/25/19
- ISRD Winter Institute, 1/22-25/19
- FETC, 1/28-30/18
- Visible Learning 4 Math Book Study, Ongoing

Additional meetings included:

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

- Washington County Onsite, 1/7/19
- Duval, 1/8/19
- Leon County Onsite, 1/8/19
- Osceola County Onsite, 1/9/2019
- Marion County Onsite, 1/11/9

- Leon County Onsite, 1/17/19
- Bay County Onsite, 1/28/19
- Orange County Onsite, 1/28/19
- Leon County Onsite, 1/30/19

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

Districts: Baker, Bay, Clay, Columbia, DeSoto, Duval, FSDB, Hardee, Hillsborough, Lake, Lee, Leon, Manatee, Marion, Monroe, Nassau, Okeechobee, Orange, Osceola, Polk, Putnam, Sumter, Suwannee, Union, Volusia, Walton, Washington

Other Agencies/States: PATINS

Media and Materials Loan Library Information:

New Accounts: 9 New Accounts

Media and Materials: 43 items checked in by 15 participants

Additional Items:

Loaned Staff Items: 4 Books to 1 teacher

Upcoming Events in February:

- ATIA, 1/31/19-2/2/19
- Florida Teacher Certification Exam Hearing Impaired: K-12: Test Development Meeting (Item Writing), 2/4-6/19
- Project 10 Regional Meeting, 2/7/19
- NDC Meeting, 2/8/19
- Region 1 Project 10 meeting, 2/11/19
- BEESS English/Language Arts Strategic Planning Meeting 2/13/2019
- Indicator 14 Post-School Outcomes Strategic Planning, 2/12/19
- Brevard County Virtual Training, 2/15/2019
- Working with the Experts: Deaf+ Professionals Learning Unique Skills 2/22-23/2019
- EDIE Advisory Meeting, 2/11/19 and 2/28/19
- FSDB Expo, 2/28/19
- Visible Learning 4 Math Book Study, Ongoing

Respectfully submitted by:

Shelley Ardis

Executive Director of Technology Services