



Texas School for the Deaf  
**Governing Board**

NOTICE IS HEREBY GIVEN that a Regular Meeting of the Governing Board of the Texas School for the Deaf shall be held on **December 14, 2017** ~~December 14, 2017~~ **at 2:00pm and continue at 9:00am on December 15, 2017 at 2:00 PM**, Texas School for the Deaf, Multipurpose Room of the Ford/CTE Bldg  
1102 South Congress Ave  
Austin, Tx 78704.

If, during the course of the meeting, discussion of any item on the agenda should be held in closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions shall be taken in open session.

The subjects to be discussed or considered, or upon which any formal action may be taken, are as follows (items do not have to be taken in the same order as shown on this meeting notice):

**AGENDA**

1. **Call to Order:** Announce the presence of a quorum.
2. **Call Roll of Board Members** **3**
3. **Public Participation:** *Provide opportunity for public comment on non-agenda items and introduction of visitors.* **4**
4. **Legislative Briefing of the 85th Legislative Session** **5**
5. **Executive Session:** *(Recess into Closed Session in compliance with Section 551.074, Texas Government Code)*
  - A. **Personnel discussion regarding the Public Information Officer**
6. **Call to Order:** Announce the presence of a quorum.
7. **Call Roll of Board Members** **6**
8. **Pledge of Allegiance** **7**
9. **Public Participation:** *Provide opportunity for public comment on non-agenda items and introduction of visitors.* **8**
10. **Recognitions** **9**
11. **Consent Agenda:** *All matters listed under the Consent Agenda are considered to be routine by the Governing Board and will be enacted by one motion. There will not be separate discussion of these items. If discussion is desired, that item will be removed by a board member from the Consent Agenda and will be considered separately.* **10**
  - A. Board Meeting Minutes of December 8 and 9, 2016 **11**
  - B. Gifts and Donations **15**
  - C. Operations Report
  - D. FY2018 Operating Budget Update



## Governing Board

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<b>21. Adjourn</b>	

<b>Item</b>	<b>Call Roll of Board Members</b>
<b>Information</b>	Eric Hogue, President Shawn Saladin, Vice President Angie Wolf, Secretary Sha Cowan Ryan Hutchison Tyran Lee Susan Ridley David Saunders
<b>Contact</b>	Beth Polo
<b>Action</b>	Information only.

<b>Item</b>	<b>Provide opportunity for public comment and introduction of visitors</b>
<b>Information</b>	<p>The Open Meetings Act requires TSD to allow citizens (including parents of TSD students and TSD employees) to address the Board during Board meetings under procedures established by the Board. The Board may not deliberate or act on the item the citizen is addressing unless the item is on the agenda. If a citizen addresses an item that is not on the agenda, the Board President will acknowledge the citizen's comments. The item may be placed on an agenda of a future meeting or it may be deferred to the Superintendent to follow-up.</p> <p>Time allotted for speakers determined by the Board President at the meeting. Generally, it is 3 – 5 minutes per person.</p>
<b>Contact</b>	Eric Hogue
<b>Action</b>	Information only.

<b>Item</b>	<b>Region XIII 85<sup>th</sup> Legislature Briefing</b>
<b>Information</b>	<p>After each Legislative session the local Educational Service Center, Region XIII, provides a broad description of the actions that occurred. This webinar covers the 85<sup>th</sup> Regular and Special Session of the Texas Legislature, and is presented by Whitney Broughton, Chief Information Officer, Texas System of ESCs.</p> <p>The Board will participate in this electronic training session facilitated by the Superintendent.</p>
<b>Contact</b>	Claire Bugen
<b>Action</b>	Information Only.

<b>Item</b>	<b>Call Roll of Board Members</b>
<b>Information</b>	Eric Hogue, President Shawn Saladin, Vice President Angie Wolf, Secretary Sha Cowan Ryan Hutchison Tyran Lee Susan Ridley David Saunders
<b>Contact</b>	Beth Polo
<b>Action</b>	Information only.



<b>Item</b>	<b>Provide opportunity for public comment and introduction of visitors</b>
<b>Information</b>	<p>The Open Meetings Act requires TSD to allow citizens (including parents of TSD students and TSD employees) to address the Board during Board meetings under procedures established by the Board. The Board may not deliberate or act on the item the citizen is addressing unless the item is on the agenda. If a citizen addresses an item that is not on the agenda, the Board President will acknowledge the citizen's comments. The item may be placed on an agenda of a future meeting or it may be deferred to the Superintendent to follow-up.</p> <p>Time allotted for speakers determined by the Board President at the meeting. Generally, it is 3 – 5 minutes per person.</p>
<b>Contact</b>	Eric Hogue
<b>Action</b>	Information only.

<b>Item</b>	<b>Recognitions</b>
<b>Information</b>	The Board would like to recognize employees who have made a significant contribution to TSD since the last Board meeting.
<b>Contact</b>	Claire Bugen and Eric Hogue
<b>Action</b>	Information Only.

<b>Item</b>	<b>Consent Agenda Items</b>
<b>Information</b>	<p><i>All matters listed under the Consent Agenda are considered to be routine by the Governing Board and will be enacted by one motion. There will not be separate discussion of these items. If discussion is desired, that item will be removed by a board member from the Consent Agenda and will be considered separately.</i></p> <ul style="list-style-type: none"><li><b>a. Board Meeting Minutes of October 20, 2017</b> (Eric Hogue)</li><li><b>b. Gifts and Donations</b> (Justin Wedel)</li><li><b>c. Operations Report</b> (Russell O. West)</li><li><b>d. FY2018 Operating Budget Update</b> (Justin Wedel)</li></ul>
<b>Contact</b>	Eric Hogue
<b>Action</b>	Approval.



**Governing Board Meeting  
Meeting Minutes  
October 20, 2017**

Presiding Officer

President Eric Hogue

A Governing Board Meeting of the Texas School for the Deaf was held at the Texas School for the Deaf campus, in Austin Texas October 20, 2017.

The Board found and determined that, in accordance with the policies and Order of this Board and with Chapter 551 (Open Meetings) of the Texas Government Code, as amended, the notice of the meeting has been properly complied with, including the posting of notice as to time, date, place of the meeting, and the subjects to be discussed at said meeting.

Call to Order

President, Eric Hogue called the meeting to order at 10:03 a.m. October 20, 2017. Attending were: Vice President Shawn Saladin, Secretary Angie Wolf. Board Members: Sha Cowan, Ryan Hutchison, Tyran Lee and David Saunders. Other attendees: Claire Bugen, Mari Liles, Julie Dodd, Justin Wedel and Russell West.

Public Comment

A request for visitors or public comment was made. No one came forward with any items to address the Board.

Pledge of Allegiance

The TSD Student Hispanic Club led the meeting attendee's in the Pledge of Allegiance.

Recognitions

The Texas School for the Deaf Human Resources office was recognized for their outstanding work at the school.

Consent Agenda Items

*All matters listed under the Consent Agenda are considered to be routine by the Governing Board and will be enacted by one motion. There will not be separate discussion of these items. If discussion is desired, that item will be removed by a board member from the Consent Agenda and will be considered separately.*

- a. **Board Meeting Minutes of August 25, 2017** (Eric Hogue)
- b. **Gifts and Donations** (Justin Wedel)
- c. **FY2017 Operating Budget Update** (Justin Wedel)

The Board requested the Board meeting minutes of August 25, 2017 be pulled for corrections.



All other items in the consent agenda were motioned by Shawn Saladin for approval as is. Ryan Hutchison seconded the motion. All approved the consent agenda items, with the exception of the Board meeting minutes.

The meeting minutes had a minor revision to the Superintendents salary. David Saunders made a motion to accept the August 25, 2017 Board meeting minutes with minor revisions. Shawn Saladin seconded the motion. All were in favor of accepting the August 25, 2017 Board meeting minutes with minor revisions.

### Superintendent's Report

Superintendent, Claire Bugen, updated the Board on the new summer program rates. These rates were increased due to the growing cost of transportation, food and utilities. TSD staff is working on getting a more cost effective model for the summer programs. There are many challenges and a few limits so the transition will be slow. Superintendent Bugen let the Board know as of today there are 525 students enrolled which is a little up from last year. TSD is at the lowest it has ever been for residential students. The one exception is students who stay overnight for extra-curricular activities. Deaf awareness week went really well this year. There were only a few minor issues since it was the same week as spirit weeks, so some events bumped into each other. Equally successful was fundraising for the TSD hurricane Harvey victims. The Deaf Community and Business' pledged a lot of money for the families affected by the hurricane. All donors received hand written thank you notes. Board member David Saunders would like to have a thank statement to the donors from the Board added to the website. Superintendent Bugen will resend the Public Information Officer information to the Board. She also requested the Board review the TSD Foundation presentation in their Board book.

### Professional Pathways for Teachers

Human Resources Director, Julie Dodd, gave an in-depth presentation over the PPfT. Board members gave suggestions on having teachers present their PDU to the other teachers so they don't waste their time working on a project someone else has already researched. They also want to make sure their scoring and reviews are fair. Superintendent Bugen, and Chief Financial Officer Justin Wedel will speak with LBB about changing the teacher salaries to be increased since they are bilingual.

### Reorganization Overview

Superintendent Bugen updated the Board on the Academic reorganization. She went over how the reorganization was going and the things that still need to be tweaked.

### Operations Report

Director of Student Support Services and Campus Operations, Russell West, reviewed the status of the deferred maintenance projects through out the campus.



Master Plan Approval

Peter Maass and Jamie Zavodny updated the Board on how phase one of the master plan has changed. They went over the construction projects they received legislative approval for. These include additional parking spaces, TLC building and a central services building.

Board member Ryan Hutchison motioned to accept the construction updates and projects for phase one of the master plan. Shawn Saladin seconded the motion. All were in favor to accept the construction updates and projects for phase one of the master plan.

Board Meeting Calendar for 2017 - 2018

The Board agreed to change the December Board meeting to a later date in the month. They also agreed to add a meeting in June to review the Strategic Plan and the LAR. Both meeting dates will be sent out to the Board once they are finalized.

Sha Cowan motioned to change the December Board meeting to a later date in the month and add a June Board meeting. Ryan Hutchison seconded the motion. All were in favor to change the December Board meeting to a later date in the month and add a June Board meeting.

Policies

Policy Committee Chair and Board Member, Sha Cowan, requested Board approval for the following policies.

MOTION AS IS:

- BJ Superintendent
- BJB Superintendent Recruitment and Appointment
- CFE Accounting Payroll Procedures
- DLB Workload Required Plans and Reports
- FFF Student Welfare: Student Safety

MOTION TO DELETE:

- BJC Superintendent Contract
- DLA Workload Staff Meetings \*Delete\*

MOTION WITH MINOR CHANGES:

- BJA Superintendent Qualifications Duties
- CFEA Payroll Procedures Salary Reductions
- DHB Employee Standards of Conduct: Reports to State Board for Educator Certification
- DHJ Employee Standards of Conduct: Staff to Staff Fraternization
- FFH Student Welfare: Freedom From Discrimination, Harassment, and Retaliation
- FFI Student Welfare: Freedom from Bullying



- BJCG Superintendent Resignation or Retirement (need to add retirement information)
- CO Food Services (need more information)

All were in favor of approving all the above policies as stated.

Adjournment

President Eric Hogue let everyone know lunch was being served in the CTE dining room. He said that training was enjoyable and appreciated all the hard work everyone put into the training. He stated that he and Superintendent Bugen met with the Governors Office earlier in the week. They are concerned over a constitutional amendment that pushes Board members off the Board if their term is expired. There is possibly more legislation that will block higher education and state employee's from serving on other state employee Boards. This is a big concern since many of the Board members have expired terms and a couple of the members are state employees at another agency. They are hoping they can get an exception for TSD and TSBVI. Superintendent Bugen thinks we should solicit and collect applications to help the Governors Office since finding the right balance for the TSD board is so complicated. After their meeting she felt they were on board with TSD helping collect the applications. She stated the Governor's Office encouraged them to submit nominations. President Hogue then adjourned The Texas School for the Deaf Governing Board meeting at 12:29 p.m.

\_\_\_\_\_  
Eric Hogue, President

\_\_\_\_\_  
Angie Wolf, Secretary

**DRAFT**







**FY 2018  
Balances by Org Code as of 11/30/2017**

Strategy	Division Director	Org Code	Department Name	FY 2018	Amount	Balance	Percentage
				Budget	Expended as of 11/30/2017		Expended
Technical Assistance	Bobbie Beth Scoggins	121	ERCOD	607,028	146,552	460,476	24.14%
Statewide Outreach	Bobbie Beth Scoggins	123	Discovery Retreat	57,000	4,408	52,592	7.73%
Statewide Outreach	Bobbie Beth Scoggins	124	PIP	346,814	88,995	257,819	25.66%
Technical Assistance	Bobbie Beth Scoggins	132	Distance Learning	231,611	53,536	178,075	23.11%
Statewide Outreach	Bobbie Beth Scoggins	790	Summer School	588,130	-	588,130	0.00%
Statewide Outreach	Bobbie Beth Scoggins	791	Extended Year Services (EYS)	67,349	-	67,349	0.00%
Statewide Outreach	Bobbie Beth Scoggins	792	Family Weekend Retreat (FWR)	9,956	-	9,956	0.00%
Statewide Outreach	Bobbie Beth Scoggins	793	Communication Skills Workshop (CSW)	294,477	-	294,477	0.00%
Technical Assistance	Bobbie Beth Scoggins	830	Deaf TEC Grant	92,390	11,663	80,727	12.62%
Classroom Instruction	Bobbie Beth Scoggins	851	IDEA-C ECI	5,712	728	4,984	12.75%
Technical Assistance	Bobbie Beth Scoggins	7941	Region XI Guide By Your Side	44,000	4,251	39,749	9.66%
Technical Assistance	Bobbie Beth Scoggins	7942	Region XI Special Projects	42,000	5,084	36,916	12.10%
Technical Assistance	Bobbie Beth Scoggins	7945	Mental Health Webinar Series	30,000	-	30,000	0.00%
Technical Assistance	Bobbie Beth Scoggins	8151	Parent Support	100,719	15,666	85,053	15.55%
Technical Assistance	Bobbie Beth Scoggins	8152	Guide By Your Side	136,281	9,279	127,002	6.81%
Technical Assistance	Bobbie Beth Scoggins	8153	Family Training and Support	15,000	-	15,000	0.00%
Technical Assistance	Bobbie Beth Scoggins	8154	Resources for Spanish Speaking Families	25,000	4,280	20,720	17.12%
Technical Assistance	Bobbie Beth Scoggins	8155	Resource Website	31,000	8,323	22,677	26.85%
Technical Assistance	Bobbie Beth Scoggins	8156	Family Signs	55,000	-	55,000	0.00%
Technical Assistance	Bobbie Beth Scoggins	8157	Parent Training on Transition	5,000	-	5,000	0.00%
Technical Assistance	Bobbie Beth Scoggins	8158	K-12 Mental Health Initiative	20,000	718	19,282	3.59%
				<b>\$ 2,804,467</b>	<b>\$ 353,483</b>	<b>\$ 2,450,984</b>	<b>12.60%</b>
Central Administration	Claire Bugen	111	Superintendent's Office	471,731	107,932	363,799	22.88%
Central Administration	Claire Bugen	112	Governing Board	61,100	2,820	58,280	4.62%
Instruction/Residential	Claire Bugen	131	Information Technology Services	589,504	131,606	457,898	22.32%
Classroom Instruction	Claire Bugen	133	Software Maintenance Fees	116,983	27,940	89,043	23.88%
Classroom Instruction	Claire Bugen	136	Learning Resource Center	126,967	33,041	93,926	26.02%
Central Administration	Claire Bugen	141	Human Resources	545,244	124,296	420,948	22.80%
Other Support Services	Claire Bugen	142	Sign Language	107,192	29,148	78,044	27.19%
Instruction/Residential	Claire Bugen	5905	Acquisition of Hardware Payments 16-17	133,333	-	133,333	0.00%
Instruction/Residential	Claire Bugen	5918	Acquisition of Hardware Payments 18-19	49,042	-	49,042	0.00%
				<b>\$ 2,201,096</b>	<b>\$ 456,783</b>	<b>\$ 1,744,313</b>	<b>20.75%</b>
Classroom Instruction	Claire Bugen	510	Director of Instruction	519,474	116,251	403,223	22.38%
Classroom Instruction	Claire Bugen	511	Curriculum	167,615	24,772	142,843	14.78%
Classroom Instruction	Claire Bugen	521	Elementary/ECE	1,800,052	453,396	1,346,656	25.19%
Related and Support Services	Claire Bugen	522	Elementary/ECE Support	369,476	98,054	271,422	26.54%
Classroom Instruction	Claire Bugen	531	Special Needs	1,317,141	359,090	958,051	27.26%
Related and Support Services	Claire Bugen	532	Special Needs/ACCESS Support	291,736	69,382	222,354	23.78%
Classroom Instruction	Claire Bugen	541	Physical Education	349,833	69,986	279,847	20.01%
Classroom Instruction	Claire Bugen	542	Aquatics	32,000	608	31,392	1.90%
Classroom Instruction	Claire Bugen	561	High School	1,548,286	411,276	1,137,010	26.56%
Related and Support Services	Claire Bugen	562	High School/CTE Support	539,065	129,494	409,571	24.02%
Career and Transition	Claire Bugen	571	Career Technology Education	1,137,939	284,196	853,743	24.97%
Career and Transition	Claire Bugen	572	ACCESS	959,011	250,778	708,233	26.15%
Career and Transition	Claire Bugen	573	ACC Dual Credit	20,000	3,161	16,839	15.81%
Classroom Instruction	Claire Bugen	581	Middle School	1,080,181	285,211	794,970	26.40%
Related and Support Services	Claire Bugen	582	Middle School Support	299,391	88,221	211,170	29.47%
Classroom Instruction	Claire Bugen	821	IDEA-B Formula	281,002	18,403	262,599	6.55%
Career and Transition	Claire Bugen	824	Perkins Grant	25,694	-	25,694	0.00%
Classroom Instruction	Claire Bugen	8261	Technology Services (Interagency Contract)	152,683	-	152,683	0.00%
Classroom Instruction	Claire Bugen	8262	Director of Instruction (Interagency Contract)	63,740	54	63,686	0.08%
Classroom Instruction	Claire Bugen	8263	Curriculum (Interagency Contract)	229,040	20,177	208,863	8.81%
Classroom Instruction	Claire Bugen	8264	Elementary/ECE (Interagency Contract)	21,408	2,123	19,285	9.92%
Classroom Instruction	Claire Bugen	8265	Special Needs (Interagency Contract)	19,153	3,056	16,097	15.96%
Classroom Instruction	Claire Bugen	8266	Physical Education/Aquatics (Interagency Contract)	5,232	98	5,134	1.87%
Classroom Instruction	Claire Bugen	8267	High School (Interagency Contract)	24,842	1,202	23,640	4.84%
Classroom Instruction	Claire Bugen	8268	Middle School (Interagency Contract)	12,762	927	11,835	7.26%

**FY 2018  
Balances by Org Code as of 11/30/2017**

Strategy	Division Director	Org Code	Department Name	FY 2018	Amount	Balance	Percentage Expended
				Budget	Expended as of 11/30/2017		
Classroom Instruction	Claire Bugen	8269	Extracurricular Stipends (Interagency Contract)	18,000	-	18,000	0.00%
Classroom Instruction	Claire Bugen	841	IDEA-B Preschool	16,650	599	16,051	3.60%
Classroom Instruction	Claire Bugen	860	Title I, Part A	84,892	-	84,892	0.00%
Classroom Instruction	Claire Bugen	861	Title II, Part A	10,294	6,645	3,649	64.55%
Classroom Instruction	Claire Bugen	862	Title IV, Part A	10,000	-	10,000	0.00%
Related and Support Services	Claire Bugen	891	State Supplemental (Visually Impaired)	4,500	-	4,500	0.00%
				<b>\$ 11,411,092</b>	<b>\$ 2,697,160</b>	<b>\$ 8,713,932</b>	<b>23.64%</b>
Central Administration	Justin Wedel	211	Business Administration	455,771	80,964	374,807	17.76%
Other Support Services	Justin Wedel	213	Mailroom	26,487	6,077	20,410	22.94%
Central Administration	Justin Wedel	231	Accounting	287,851	72,322	215,529	25.12%
Other Support Services	Justin Wedel	241	Purchasing	158,477	28,107	130,370	17.74%
Other Support Services	Justin Wedel	245	Copy Machines	110,000	1,496	108,504	1.36%
Other Support Services	Justin Wedel	262	Workers Comp/Unemployment	145,000	79,869	65,131	55.08%
Other Support Services	Justin Wedel	281	Utilities	1,041,341	152,950	888,391	14.69%
Other Support Services	Justin Wedel	282	Cell Phones	85,000	10,502	74,498	12.36%
Other Support Services	Justin Wedel	299	Facilities AR	190,000	-	190,000	0.00%
Central Administration	Justin Wedel	5908	CAPPS Implementation	30,000	-	30,000	0.00%
				<b>\$ 2,529,927</b>	<b>\$ 432,287</b>	<b>\$ 2,097,640</b>	<b>17.09%</b>
Residential Services	Wilmonda McDevitt	610	Director of Student Life	208,944	38,824	170,120	18.58%
Residential Services	Wilmonda McDevitt	612	Residential Supervisors	415,107	88,702	326,405	21.37%
Residential Services	Wilmonda McDevitt	621	Residential Student Development	339,899	79,806	260,093	23.48%
Residential Services	Wilmonda McDevitt	641	Residential Services Staff	2,118,844	548,780	1,570,064	25.90%
Residential Services	Wilmonda McDevitt	8269	Extracurricular Stipends	18,000	-	18,000	0.00%
				<b>\$ 3,082,794</b>	<b>\$ 756,112</b>	<b>\$ 2,344,682</b>	<b>24.53%</b>
Related and Support Services	Russell West	410	Student Support Services	1,321,809	320,432	1,001,377	24.24%
Related and Support Services	Russell West	411	Auditorium	15,000	78	14,922	0.52%
Related and Support Services	Russell West	412	Director of Support Operations	174,620	20,228	154,392	11.58%
Related and Support Services	Russell West	416	Hearing Aids/Earmolds	10,113	781	9,332	7.72%
Related and Support Services	Russell West	417	Family Services	269,020	73,295	195,725	27.25%
Related and Support Services	Russell West	434	Interpreting Services	733,586	180,867	552,719	24.66%
Related and Support Services	Russell West	451	Health Services	789,661	204,996	584,665	25.96%
Transportation	Russell West	462	Transportation	856,656	193,462	663,194	22.58%
Transportation	Russell West	463	Homegoing Expenses	1,064,469	271,902	792,567	25.54%
Related and Support Services	Russell West	468	Food Services	984,141	256,110	728,031	26.02%
Residential Services	Russell West	471	Athletics	393,704	83,437	310,267	21.19%
Residential Services	Russell West	473	Coaching Stipends	173,500	31,229	142,271	18.00%
Other Support Services	Russell West	491	Security	368,324	84,076	284,248	22.83%
Transportation	Russell West	5904	Transportation Items - Capital	125,000	7,007	117,993	5.61%
				<b>\$ 7,279,603</b>	<b>\$ 1,727,900</b>	<b>\$ 5,551,703</b>	<b>23.74%</b>
<b>Grand Totals</b>				<b>\$ 29,308,979</b>	<b>\$ 6,423,725</b>	<b>\$ 22,903,254</b>	<b>21.92%</b>

**Item**                      **Superintendent's Report**

**Information**              At each Board Meeting the Superintendent prepares a high level summary of what has transpired since her last communication with the Board. The Superintendent will respond to any questions and/or elaborate on any issues at the Board meeting.

**Contact**                      Claire Bugen

**Action**                      Information Only.



**DATE:** DECEMBER 15, 2017  
**TO:** GOVERNING BOARD  
**FROM:** CLAIRE BUGEN  
**RE:** FOR YOUR INFORMATION

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- A. Hurricane Harvey Donations.** After the initial \$13,549.53 in monetary donations, we are still receiving checks from other schools for the deaf and community partners. We anticipate the fund to have an additional several thousand dollars when we receive the money from the Foundation. Some thought has gone into what to do with the remaining funds such as summer tuition for students who live in the affected areas of the hurricane. I am still in awe of this tremendous response.
- B. National Champions.** TSD volleyball team has been named Team of the Year (Big Schools division) by DeafDigest Sports. The new category – called Big Schools – is to honor the big school teams that play at their best competitive level against stronger local hearing teams as well as the National Big Schools Spike-Out. TSD won the Spike-Out, defeating a field of strong teams from Maryland, Indiana and Fremont as well as Model. And against hearing teams, they played against toughest high school teams on their schedule, not just TAPPS but UIL. They played against some schools that have players committed to NCAA-I volleyball programs.
- C. Signing Santa.** Once again TSD has sponsored Santa’s visit to Barton Creek Square Mall on Wednesday, December 6<sup>th</sup> from 4:00 to 8:30 p.m. (flyer attached). Sixteen TSD students performed carols for the public while they waited in line to see Santa. In spite of some inclement weather a good time was had by all.
- D. Holiday Events for Students.** It’s that time of year when we plan holiday events for our students. A schedule of fun activities is attached.
- E. Cogswell-Macy Act.** November 15<sup>th</sup> was the National Action Day supporting the Cogswell-Macy Act. Advocates of the Act were asked to reach out to their legislators for support. You can learn more about the Cogswell-Macy Act from this video <https://www.youtube.com/watch?v=gqMC6-egMmU> (flyer attached).
- F. Public Information Officer.** Attached is a copy of the job posting, which was posted on November 7<sup>th</sup>. To date we have received 27 applications, which are currently being screened. Interviews will be scheduled in January. This position will be discussed at the Board Meeting.
- G. Lockdown Drill.** The school performed lockdown drills for the evening staff (Residential) on Tuesday 11/8, and for the day staff on Wednesday 11/9. Justin, as interim risk manager, said that the evening staff and students did a fantastic job going closing windows and blinds, turned off lights, locked doors and went to their safe rooms. So well in fact that he couldn’t find the elementary dorm students and staff until the drill was over! After both drills were completed and feedback received, we learned that the alarm systems, text alerts, marquee boards, and automated door locks did not work as well as expected. TSD will work with our facilities contractors and emergency alert software providers to correct these as soon as possible.

**H. Director of Instruction/Chief Academic Officer.** We have begun our national search for John's replacement. The posting is attached. Our goal is to have someone on board by summer. Our team has been working well together and with Gloria's and Russell's support we have managed to keep the wheels turning. The job posting is attached for your review.

**I. Enrollment Status.** Attached is the enrollment grid as of December 5<sup>th</sup>, we have 564 enrolled, 21 more than the October report.

REGULAR SCHOOL YEAR PROGRAMS	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parent Infant	19	18	19	18	28	20	23	24
Pre Kinder	15	10	19	19	11	9	18	17
Pre School	7	12	22	18	19	25	22	17
K-5 Elementary	104	98	94	104	120	115	110	112
Special Needs	73	81	59	64	61	54	57	64
Middle School	96	106	104	98	82	94	96	96
High School	193	173	178	208	197	201	192	192
Access	34	28	55	52	66	65	44	42
<b>TOTAL</b>	<b>541</b>	<b>526</b>	<b>550</b>	<b>581</b>	<b>584</b>	<b>583</b>	<b>562</b>	<b>564</b>
<b>Residential Enrollment</b>	<b>268</b>	<b>241</b>	<b>242</b>	<b>274</b>	<b>262</b>	<b>248</b>		
SUMMER PROGRAMS	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Extended Year Services Program	36	52	40	30	32	30	16	
Summer School	169	248	203	66	122	126		
Summer Enrollment Non-TSD	81	99	110	101	109	135		
Early Childhood	14	16	23	17	14	14		
Parent Infant	9	2	3	12	13	15	6	
AI							17	
STEM							11	
Other Short-Term Programs	210	145	179	233	159	146	149	
<b>TOTAL</b>	<b>438</b>	<b>461</b>	<b>445</b>	<b>459</b>	<b>449</b>	<b>436</b>	<b>199</b>	
<b>TOTAL SERVED</b>	<b>1060</b>	<b>1086</b>	<b>995</b>	<b>1040</b>	<b>1033</b>	<b>1019</b>	<b>761</b>	
Updated: 12/5/2017								

**J. The Little Prince.** The Middle School Performing Arts students had a performance for the public on Thursday, December 7<sup>th</sup> at 7:00 p.m. and for students on Friday, December 8<sup>th</sup> at 10:30 in the R.L. Davis Auditorium. In the past our December Board meeting dates let us attend a performance (flyer attached). Here is my message to staff after the Thursday night performance... "If you are on campus today I encourage you to head over to the Auditorium at 10:30 am for the final performance of *The Little Prince*. You will not be disappointed. In fact, you will be amazed at the manner in which our very talented students and directors portray this classic tale."

Don't be consumed by your jobs today—like the characters in our story—Come and learn how the aviator rediscovers his childhood and that it is human connections that matter most. This is not just a great play—it is an emotional and effective and inspiring piece of work. It is awesome! And remember.... "It is only with the heart that one can see rightly, what is essential is invisible to the eye!"

**K. RIT/NTID Sunshine 2.0 Performance Group.** The performance group from RIT/NTID visited Austin and TSD on December 6<sup>th</sup> and 7<sup>th</sup> to give poetry, ASL, and STEM workshops to elementary and middle school students. More info about this group is on the attached brochure.

**L. A Season of Giving.** The Texas School for the Deaf Foundation (TSDf) has announced their annual end of year giving opportunity. And thanks to the extraordinary generosity of Professional Contracting Services, Inc. every dollar donated to the TSDf through December 31, 2017, will be doubled up to \$25,000 <https://tsdfoundation.org/year-end-appeal/>

**M. Apple Partnerships.** We have just completed our third meeting with Apple managers and staff from both the Barton Creek store and the corporate office. We are beyond excited about this new partnership. The partnership has several levels of partnering: providing after school enrichment activities for our students, specially designed workshops on STEM and other topics, summer camps and a Day of Service for Apple employees on our campus. Here are a few photos of our kids at the Apple store last week.







Here comes  
**SIGNING  
SANTA  
CLAUS**



26



**Wednesday December 6**

**4:00-8:30 p.m.**

**Barton Creek Square Mall**

**Entrance B - Between Sears & AMC Theatre**

**Holiday music at 5:00 p.m. with students from  
Texas School for the Deaf**



# Annual Holiday Celebration Schedule

Wednesday, December 13 and Thursday, December 14, 2017

Date/Age Group	Location	Time Beginning/Leaving	Lunch	Time Completing/Returning
<b>Wednesday, December 13</b>				
<b>PIP, ECE</b> (56 students, 20 staff)	<b>iPlay</b> 8816 Cullen Ln, Austin, TX 78748,	<b>9:00a Depart TSD</b>	<b>McDonalds Delivered</b> Buy Drinks on Site for adults (Charged to TSD)	<b>Noon Depart to TSD</b>
<b>Elementary K-5th</b> (115 students, 32 staff)	<b>Altitude</b> 6800 West Gate Blvd, Austin, TX 78745	<b>9:30a Depart TSD</b>	<b>Pizza/Drink at Altitude</b>	<b>12:30pm Depart to TSD</b>
<b>Middle School</b> (95 Students, 22 staff)	<b>Seeger Gym</b>	<b>Noon</b>	<b>Pizza Drinks &amp; Cookies from Cafeteria</b>	<b>Leave Gym at 3:00pm</b>
<b>Thursday, December 14</b>				
<b>High School</b> (200 students, 65 staff)	<b>Seeger Gym</b>	<b>11:00am</b>	<b>Pizza Drinks &amp; Cookies from Cafeteria</b>	<b>Leave Gym at 1:30pm</b>
<b>SN Program</b> (70 students, 42 staff)	<b>MovieHouse &amp; Eatery</b> 8300 N FM 620 Bldg B, Austin, TX 78726	<b>9:15am</b>	<b>All food at MovieHouse</b>	<b>12:30pm Depart to TSD</b>
<b>ACCESS</b> (40 Students, 15 staff)	<b>Kleberg</b>	<b>11:00am</b>	<b>Pizza Drinks &amp; Cookies from Cafeteria</b>	<b>TBD</b>

## Nov 15, 2017: National Action Day supporting Cogswell-Macy Act

On Nov 15, we are asking you and all advocates from the deaf, blind, and deafblind communities to contact members of Congress to encourage them to cosponsor H.R. 1120 and S. 2087.

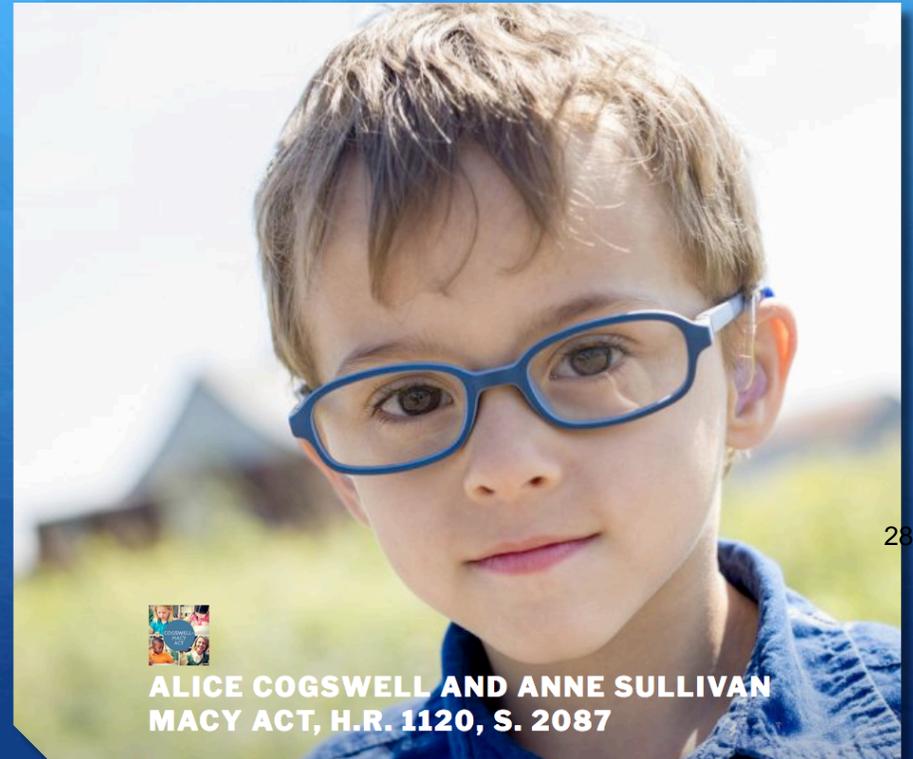
Follow the easy steps posted at

<https://cogswellmacyact.org/ways-to-get-involved/>

to see how to call, email, tweet, or use Facebook to show your support of this *important* legislation.

You can learn more about the Cogswell-Macy Act from the following video.

<https://www.youtube.com/watch?v=gpMC6-egMmU>



The Cogswell-Macy Act will strengthen the Individuals with Disabilities Education Act to improve results for deaf, hard of hearing, blind, visually impaired, and deaf-blind children, including those with additional disabilities

# Texas School for the Deaf

## Public Information Officer (111-01)

### JOB POSTING

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#### **Job Details**

*Title* **Public Information Officer**

*Posting ID* **111-01**

*Description* **TERMS OF EMPLOYMENT**

Length of position: 12 months annually, year round, permanently funded

Hours: 8:00 am- 5:00 pm

Salary: Based on education and experience

#### **SUMMARY**

Performs complex public relations work, including: Serves as a liaison between the Texas School for the Deaf (TSD) and federal, state and local governmental agencies and legislative offices. Monitors legislation and provides advance notice of legislative action concerning TSD. Promotes positive public relations between the school and community, preparing and providing information about activities, strategic initiatives, funding needs, goals, and policies. Acts as the Board Liaison. Reports to the Superintendent and works under limited supervision, with considerable latitude for the use of initiative and independent judgment.

#### **Minimum Qualifications**

1. Bachelor's degree in Communications, Public Relations, Journalism or a related field and one year of public relations or communications experience, OR Bachelor's degree and four years of responsible public relations or communications experience, preferably in a government, non-profit or housing/community development media setting.
2. Experience using Microsoft Office applications to include Word and PowerPoint are required.
3. Sign Language: While not required at hire, selected applicant will be required to attend classes to attain a sign language level of INTERMEDIATE.

#### **Desirable Qualifications**

1. One-year experience working with the Texas Legislature or Texas Governor/Lieutenant Governor either at an executive agency, within an elected official's office or as a professional staff on a committee.
2. Experience in Texas state appropriations process is preferred
3. Experience in writing and preparing legislative testimony, presentations or speeches
4. Two years work experience identifying and monitoring proposed legislation and assessing potential legislative impact.

#### **Essential Functions**

##### *Government Relations*

1. Assists the Superintendent in preparing to appear before legislative committees and other groups addressing school issues, ensuring that testimony provided is accurate and thorough.
2. Prepares and interprets agency policy statements and actions for legislative representatives.
3. Fosters relationships with advocates and key persons.
4. Participates in agency activities related to the legislative session; attends legislative hearings; and meets with legislators, legislative staff and other legislative liaisons.
5. Monitors legislative issues and the status of legislation affecting TSD by attending hearings, meeting and coordinating with legislators, legislative staff and other legislative liaisons.

- 6. Notifies appropriate staff of potential problems regarding legislation and develops written and verbal communications addressing the issues.
- 7. Coordinates communication with legislative support and executive agencies, including responses to inquiries.
- 8. Monitors standing and interim committee schedules and agendas and communicates relevant information to the Superintendent.
- 9. Evaluates the impact of committee reports and recommendations on the agency.
- 10. Assists in the development of legislative initiatives, budget and policy for state and federal regular and special legislative sessions.
- 11. Recommends activities to produce an effective legislative program.
- 12. Assists in the preparation of administrative reports, studies and specialized research projects in response to legislative request.

*Public Information*

- 1. Direct and manage TSD's public information activities.
- 2. Establishes and maintains relationships with representatives of community and public interest groups.
- 3. Serve as the information liaison between the school, the community and the media.
- 4. Prepares, reviews content for press releases, scripts, articles, brochures, etc.
- 5. Ensure that public information activities contribute to the attainment of TSD goals and objectives.
- 6. Assists in communication of critical strategies, events or messages to senior leadership.
- 7. Works with the social media team to stay up-to-date with changes on all social media platforms.

*Shift Type*

**Full-Time**

*Salary Range*

**Based on education and experience / Per Month**

*Location*

**Central Administration**

**Applications Accepted**

*Start Date*

**11/07/2017**

# Texas School for the Deaf

## Director of Instruction/Chief Academic Officer (111-02)

### JOB POSTING

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#### Job Details

*Title* **Director of Instruction/Chief Academic Officer**  
*Posting ID* **111-02**  
*Description* **TERMS OF EMPLOYMENT:**  
Start Date: Negotiable  
Salary: Based on qualifications  
Length of Contract: 230 workdays per year  
Hours: 8:00 AM to 5:00 PM

#### **QUALIFICATIONS**

To be considered, an applicant must have:

- Master's Degree in Deaf Education or related field
- Three to five years professional teaching experience in a school/program for the deaf or other educational environment
- Five years of administrative experience in schools or programs for the deaf
- Sign language skill equivalent to a Signed Communication Proficiency Interview (SCPI) level of **ADVANCED**.

Preference will be given to candidates who have:

- Superior signed communication skills,
- Doctorate in Educational Administration or Related Area
- Additional years of teaching experience beyond minimum required
- Additional years of administrative experience beyond minimum required
- Prior experience in delivering professional development; five years of experience in leading and/or administering an Instructional program in a school for the deaf
- Experience working with students with additional disabilities
- Experience working in a residential school setting

#### **OVERVIEW**

Serving more than 550 students on site and more than two thousand students statewide, Texas School for the Deaf is a state agency established to provide a continuum of direct educational services to students, ages zero through twenty-one, who are deaf or hard of hearing and who may have multiple disabilities. TSD is also directed to serve as a statewide educational resource center on deafness, providing a variety of educational services to families, students, programs and professionals throughout the state working with persons who are deaf or hard of hearing. The school is located in beautiful downtown Austin and is home to one of the largest Deaf communities in the nation. Our educational philosophy is grounded in the belief that all children who are deaf and hard of hearing deserve a quality language and communication-driven program that provides education together with a critical mass of communication, age, and cognitive peers, as well as language- proficient teachers and staff who communicate directly in the child's language.

#### **POSITION OVERVIEW**

The Director of Instruction is the chief academic officer for the school and is responsible for ensuring that a community of optimal learning is present at TSD. He/she will provide leadership, assistance and supervision for the effective operation of the academic programs, including curriculum and instruction, assessment and outcomes. The incumbent is a member of the Executive Leadership Team and works collaboratively with other Division Directors and administrative staff in support of the school's mission to provide outstanding opportunities for academic achievement for all students.

#### **RESPONSIBILITIES**

##### **Strategy**

- Provide direction in and maintain current knowledge of educational reform and instructional best practices in all aspects of Early Childhood through Transition deaf education.

- Lead the oversight and development of instructional improvement strategies, programs and plans; review and track progress in school performance, student achievement objectives and academic excellence indicators to assure effective implementation of improvement strategies.
- Provide key leadership in the development of the School's strategic plan and the annual District Improvement Plan.
- Determine and implement the School's academic priorities; assure that curricula are aligned to state and national standards; review assessment tools and analyze performance for effectiveness in improving student achievement.
- Develop and articulate clear instructional framework, Pre-K-12, that incorporates an MTSS approach.

#### ***Instructional Leadership***

- Provide leadership to all school principals, district curriculum and academic staff to ensure that all departments are coordinating efforts to provide efficient and effective delivery of educational services.
- Ensures that the curriculum developed by the school is research-based and aligned to rigorous content standards set by state and federal guidelines
- Ensure that federal and state legislation/regulations related to special education are implemented schoolwide.
- Serves as chair of the District Advisory Committee and oversees the development, implementation and monitoring of the District Improvement Plan with the Superintendent and other Division Directors.
- Coordinates outcomes and accountability in district and state mandated testing programs
- Interfaces with governmental agencies, business and civic organizations and the community to provide needed information and to promote the district's educational initiatives

#### ***Management***

- Assists administrative personnel in establishing, revising and approving basic professional standards of conduct not addressed by District, State and Federal guidelines
- Supervises the development of formal staff development activities for teachers in teaching methods, discipline, and other issues
- Supervises staff in interviewing and selecting teachers and support staff.
- Approves departmental budgets and determines allocations for staff, supplies and equipment
- Understands the Board policies, communicates guidelines inherent in those policies and oversees development and implementation of the relevant educational policies.

#### ***Community Relations***

- Serve as key spokesperson to the Superintendent, School Board and community regarding all instructional issues.

#### **KEY COMPETENCIES:**

A successful candidate will demonstrate the following:

- Strategic vision, commitment and courage to ensure that all students achieve
- Proven ability to develop and deliver programming that drives improved academic performance for all student populations; knows effective practice for differentiating instruction and providing multi-tiered systems of support
- Deep understanding of curricular frameworks, pedagogy, and quality classroom materials; experience developing and implementing curriculum for a wide variety of grade levels and subjects.
- Strong knowledge of high-quality instructional practices and the ability to lead others to implement these practices consistently across classrooms and school departments.
- Excellent execution and project management skills, including attention to detail, organizational skills, ability to balance the big picture with detailed steps to reach the end goal, and ability to balance multiple projects under tight deadlines.?
- An ability to build systems and policies necessary to bring solutions to scale.
- Clear articulation of organizational priorities, policies, and plans to achieve student, school, and district goals to diverse audiences with differing socio-economic, ethnic, and cultural backgrounds.
- Successful coalition building and experience working collaboratively with diverse stakeholders at all levels, including district personnel, students, families, communities, and/or advocacy groups.

**REPORTS TO**  
Superintendent

**MILITARY OCCUPATION SPECIALITY (MOS) CODE**

None Equivalent

*Shift Type*

**Full-Time**

*Salary Range*

**Salary is based on qualifications / Per Year**

*Location*

**Central Administration**

**Applications Accepted**

*Start Date*

**12/01/2017**

REGULAR SCHOOL YEAR PROG 2010-2011 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018								
Parent Infant	19	18	19	18	28	20	23	24
Pre Kinder	15	10	19	19	11	9	18	17
Pre School	7	12	22	18	19	25	22	17
K-5 Elementary	104	98	94	104	120	115	110	112
Special Needs	73	81	59	64	61	54	57	64
Middle School	96	106	104	98	82	94	96	96
High School	193	173	178	208	197	201	192	192
Access	34	28	55	52	66	65	44	42
<b>TOTAL</b>	<b>541</b>	<b>526</b>	<b>550</b>	<b>581</b>	<b>584</b>	<b>583</b>	<b>562</b>	<b>564</b>
<b>Residential Enrollment</b>	<b>268</b>	<b>241</b>	<b>242</b>	<b>274</b>	<b>262</b>	<b>248</b>		

SUMMER PROGRAMS 2010-2011 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017							
Extended Year Services Program	36	52	40	30	32	30	16
Summer School	169	248	203	66	122	126	
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Early Childhood	14	16	23	17	14	14	
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AI							17
STEM							11
Other Short-Term Programs	210	145	179	233	159	146	149
<b>TOTAL</b>	<b>438</b>	<b>461</b>	<b>445</b>	<b>459</b>	<b>449</b>	<b>436</b>	<b>199</b>
<b>TOTAL SERVED</b>	<b>1060</b>	<b>1086</b>	<b>995</b>	<b>1040</b>	<b>1033</b>	<b>1019</b>	<b>761</b>

Updated: 12/5/2017

Texas School for the Deaf  
Performing Arts Program presents a  
Middle School Production

# The Little Prince

Thursday,  
December 7, 7:00 p.m.

Friday,  
December 8, 10:30 a.m. at  
R.L. Davis Auditorium

*All performances will be  
voice interpreted.*

Tickets:  
\$8 Adults  
\$5 Students/Seniors  
Free, Children Age 5  
and under



By Rick Cummins and  
John Scoullar

Gabi Nocciolino, Director  
Brian Cheslik, Co-Director

Based on the book by  
Antoine de Saint-Exupéry

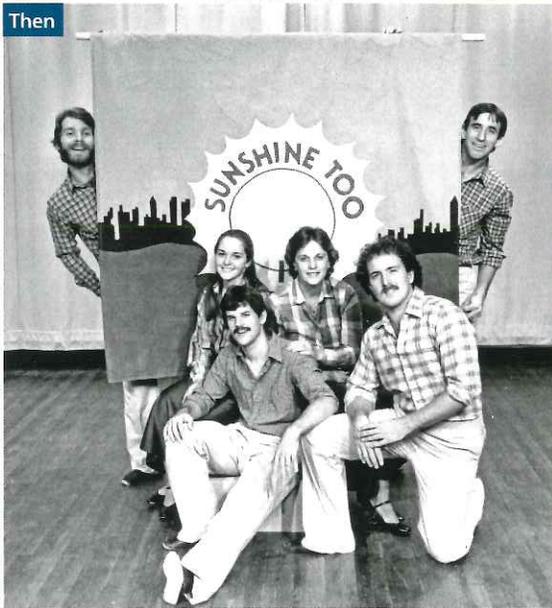
©1943 and renewed 1971  
by Harcourt Brace & Co.

Originally produced off-Broadway by Chrysalis Productions at the John Houseman Theatre Complex.  
Earlier versions produced and directed by Michael Harron at Playhouse by the River, Mt. Bethel, PA.

## Sunshine History

Sunshine 2.0 is a 21<sup>st</sup> century reboot of Sunshine Too, a similar on-the-road performing arts program that was established in 1980 and, during its 19-year history, visited 48 states, Canada, Denmark, England, Finland, Israel and Japan, presenting programs developed around the themes of deaf awareness, social issues and the environment. The troupe provided more than 12,500 performances for more than 1.3 million people worldwide.

Then



Now



## NTID at RIT

The National Technical Institute for the Deaf is one of the nine colleges of Rochester Institute of Technology in Rochester, New York, and is the world's first and largest technological college for deaf and hard-of-hearing students. NTID has been providing a state-of-the-art college education for deaf and hard-of-hearing students since it was established in 1968. Currently more than 1,200 deaf and hard-of-hearing students from across the United States and many other countries live, learn and socialize with more than 17,000 hearing students on the RIT campus.

NTID is one of the few colleges in the world to offer deaf and hard-of-hearing students a fully accessible performing arts program of theater, dance and music.

### Rochester Institute of Technology

National Technical Institute for the Deaf  
52 Lomb Memorial Drive  
Rochester, NY 14623

### Fred Michael Beam

Outreach Coordinator for Sunshine 2.0  
Email: [fmbnpa@rit.edu](mailto:fmbnpa@rit.edu)  
Videophone: 585-286-4379  
Fax: 585-475-6787  
Website: [www.ntid.rit.edu/theatre/sunshine](http://www.ntid.rit.edu/theatre/sunshine)

500-P1856-9/16-HUB-JSA  
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# R·I·T

National Technical Institute for the Deaf  
presents



THEATER ON TOUR



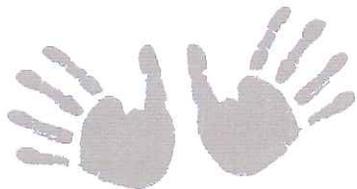
[www.ntid.rit.edu/theatre/sunshine](http://www.ntid.rit.edu/theatre/sunshine)

## Welcome to Sunshine 2.0!

Sunshine 2.0 is a professional traveling theater troupe based at Rochester Institute of Technology's National Technical Institute for the Deaf (NTID) in Rochester, New York.

- The troupe travels to schools and programs serving deaf and hard-of-hearing students, colleges, museums, conferences, civic groups, festivals and other venues offering performances and activities for children and adults that highlight the fields of Science, Technology, Engineering and Math (STEM), as well as educational topics pertaining to the Deaf experience.
- Using an array of performance techniques, Sunshine 2.0 offers a series of engaging programs, workshops and performances that introduce audiences to STEM concepts and the experiences of Deaf people.
- The performances are presented in voice and American Sign Language, are accessible to all audience members and cover subjects for people of all ages. And, thanks to support from RIT/NTID and our sponsors, these performances come to your school or organization **free of charge!**

Sunshine 2.0 audiences have a rare opportunity to see exciting and entertaining performances that will create a lasting impression. Contact us at the number in our bookings section or online at [www.rit.edu/NTID/sunshine](http://www.rit.edu/NTID/sunshine), to schedule a performance at your location today!



## Book a Free Performance

*(45-90 minutes)*

Our performances involve the amazing use of movement, juggling, magic and other entertaining physical elements. The shows not only entertain, they also help educate audiences about the Deaf experience—information that is shared through a range of skits and short plays involving sign-mime, dance, gestures, ASL poetry, songs, and story telling. All performances are presented in sign language and spoken English to provide full audience access.

## Book a Workshop for your School or Organization

*(30-60 minutes)*

By incorporating the use of sign-mime, signing songs, body awareness and the use of theater games, participants gain an understanding of body, movement and basic theater techniques useful for everyday life. Workshops are designed for 20 to 30 participants and are free of charge.

## Bookings

Through the generosity of RIT/NTID and our sponsors, these performances come to your school or organization free of charge. To request a booking date, please visit [www.ntid.rit.edu/theatre/sunshine/book](http://www.ntid.rit.edu/theatre/sunshine/book). For additional information about Sunshine 2.0 or bookings, please contact:

### **Fred Michael Beam**

Coordinator, Sunshine 2.0  
Email: [fmbnpa@rit.edu](mailto:fmbnpa@rit.edu) 37  
Videophone: 585-286-4379



## From the Producer

Sunshine 2.0 is on the road! This traveling road show offers performances for children, teenagers and the community at large. Workshops and performances provide educational opportunities for audience members to learn from each other, make discoveries in STEM fields and gain new awareness. Our engaging shows provide valuable insights into the human condition and demonstrate how hearing and deaf people can interact and engage with one another.

We hope you come to see us in action when we are in your neighborhood!

Sincerely,

*Aaron Kelstone*

Producer, Sunshine 2.0

P.S. Visit our website [www.ntid.rit.edu/theatre/sunshine](http://www.ntid.rit.edu/theatre/sunshine) for performance videos and fun activities!

<b>Item</b>	<b>Special Education Monitoring Visit</b>
<b>Information</b>	<p>Every four years TEA conducts a targeted on-site review to address concerns related to substantial, imminent, or ongoing risks reflected in current and longitudinal district data.</p> <p>Following an on-site review, the district receives a preliminary report with findings and required actions, which must be presented to the board of trustees or governing board and addressed by the district. Each district then must develop or update a targeted improvement plan in response to an on-site review and other data reviews, based upon findings from all data analysis and needs assessment activities. Under the requirements of Texas Education Code §7.028(b), the board of trustees of a school district, or the governing body of an open-enrollment charter school, has primary responsibility for ensuring that the district, or school, complies with all applicable requirements of state educational programs, including SPED programs.</p> <p>The results of the visit included the following summary observations:</p> <ul style="list-style-type: none"><li>• TSD is a “School of Excellence”---More than a school—making reference to culture, identity, history and national reputation</li><li>• Compliance does not tell the whole story—challenges of a 100% special education school acknowledged</li><li>• Recognition of the tremendous continuum of student services</li><li>• Recognition of the challenge of applying strict interpretations of federal law in a unique school like TSD</li><li>• Two possible areas requiring corrective action: 1. More precise frequency and duration of related services documentation in the ARDs and 2. More supporting documentation for Intensive Program of Instruction or Accelerated Instruction services for students not mastering STAAR. (They believe we are doing more that we are actually documenting and giving ourselves credit for.)</li></ul>
<b>Contact</b>	Elizabeth Sterling/Claire Bugen
<b>Action</b>	Information will be shared.

**Item**                      **SORM Campus Audit Results**

**Information**              On October 27, 2017, the State Office of Risk Management (SORM) conducted an On-Site Consultation (OSC) of the TSD campus under the authority of the Texas Labor Code, Title V, Subtitle A, Chapter 412. The OSC was designed to assist TSD in the development and implementation of comprehensive risk management programs that meet Risk Management for Texas State Agencies (RMTSA) guidelines.

Overall, TSD performed well during this campus-wide evaluation, as we were able to fully implement and close out seven (7) recommendations from prior years' OSC's. The results from the most recent report (attached) show that TSD received four (4) new recommendations, each of which have already been addressed or will be completed this month.

Some of the areas included were:

- Eyewash Station Inspections
- Load capacity rating on cranes and warehouse forklift
- Warehouse Ramp

A report will be shared with you at the December meeting.

**Contact**                      Justin Wedel

**Action**                      Information Only.



## On-Site Consultation Report

Texas School for the Deaf

October 31, 2017

**Conducted by:**  
Scott Olson, Risk Manager





State Office of Risk Management

300 W. 15<sup>TH</sup>, AUSTIN, TEXAS 78701 / P.O. BOX 13777, AUSTIN, TEXAS 78711-3777  
(512) 475-1440, FAX (512) 370-9025 / WWW.SORM.STATE.TX.US

October 31, 2017

Ms. Claire Bugen  
Superintendent  
Texas School for the Deaf  
1102 South Congress Avenue  
Austin, TX 78704-1728

Agency #772

Re: On-Site Consultation (OSC)

Dear Ms. Bugen:

The State Office of Risk Management (SORM) conducted an On-Site Consultation (OSC) of the Texas School for the Deaf (TSD) on October 27, 2017. The consultation was conducted under the authority of Texas Labor Code, Title V, Subtitle A, Chapter 412, and is designed to assist your state agency in the development and implementation of comprehensive risk management programs that meet Risk Management for Texas State Agencies (RMTSA) guidelines.

The following observations were reviewed and discussed during the consultation:

- Number of workers' compensation claims:
  - FY18 YTD – 5 Claims
  - FY17 – 18 Claims
  - FY16 – 29 Claims
  - FY15 – 26 Claims
  - FY14 – 25 Claims
- A breakdown of the Injury Frequency Rate (IFR) for the School is below:
  - FY18 YTD – 1.1%
  - FY17 – 3.97%
  - FY16 – 6.4%
  - FY15 – 5.74%
  - FY14 – 5.52%
- The total medical and income benefits paid to date to claimants that were injured in the following fiscal years are listed below:
  - FY18 YTD – \$1K

- FY17 - \$27K
  - FY16 - \$59K
  - FY15 – \$49K
  - FY14 – \$25K
- Workers' compensation claims cost per full-time equivalent employee (FTE):
    - FY18 YTD – \$2.56/FTE
    - FY17 - \$59.83/FTE
    - FY16 - \$130.96/FTE
    - FY15 – \$108.45/FTE
    - FY14 – \$56.13/FTE
  - The leading causes of workers' compensation claims at TSD during FY14-FY18 YTD were:
    - FY18 (YTD) – Lifting (20%)
    - FY17 – Slip/Trip/Fall (56%)
    - FY16 – Strain (38%)
    - FY15 – Slip/Trip/Fall (27%)
    - FY14 – Slip/Trip/Fall (28%)

Noteworthy observations made during this review include the following:

- Housekeeping was exemplary throughout. It is obvious that TSD staff takes great pride in the appearance of their campus.
- TSD has recently installed over 100 cameras. This will help to increase the safety/security across the campus.
- There are currently 35 additional duty safety officers (ADSO) on the TSD campus. These individuals help to make TSD as safe/secure as possible.

During the consultation, SORM discussed and reviewed the following recommendations generated as a result of previous on-site consultations. ***The following recommendations have been fully implemented by TSD, and are now closed:***

- 17-10-01 Insurance: Risk Financing Plan (Automobile, Property, Directors' and Officers')**
- 17-10-02 Safety: Fire Safety/Maximum Occupancy – Clinger Gymnasium, Seeger Gymnasium, and Auditorium**
- 17-10-03 Safety: Load Capacity Rating – Transportation and Auto Body Shop**
- 17-10-05 Safety: Fire Safety – Welding Department**
- 17-10-06 Safety: Housekeeping – Cafeteria**
- 17-10-07 Safety: Fire Safety – Main Kitchen**
- 17-10-08 Safety: Inspection/Automated External Defibrillators (AED) – LeRoy Colombo Pool**

**The following recommendation remains open:**

**17-10-04 Safety: Slip/Trip/Fall - Warehouse**

The ramp located next to the receiving dock at the warehouse is in poor condition. Both of the boards are excessively worn to the point where there is cracking and you can see through them. It appears preventative maintenance is not being completed. SORM recommends replacing the two piece ramp with a one piece ramp to meet OSHA standards.

*(a) Each employer --*

*(1) shall furnish to each of his employees employment and a place of employment which are free from recognized hazards that are causing or are likely to cause death or serious physical harm to his employees;*

*(2) shall comply with occupational safety and health standards promulgated under this Act.*

*Reference: OSHA, 29 USC 654, Section 5(a)(1)*

As a result of this consultation, the following new recommendations are made to help maintain or improve the effectiveness of your risk management program:

**18-10-01 Safety: Eyewash Station Inspections (Campus)**

All of the eyewash stations located on the TSD campus should be inspected on a regular basis. SORM recommends inspecting eyewash stations with the frequency determined by the manufacturer, in accordance with OSHA and ANSI Standards.

*Proper maintenance and weekly testing is necessary to ensure that Emergency Drench Showers and Eyewash Stations are functioning safely and properly. Weekly testing helps clear the supply lines of sediment and bacteria build-up that is caused from stagnant water.*

*References: OSHA, 29 CFR 1910.151(c); ANSI Z358.1-(2014), "Standard for Emergency Eyewash and Shower Equipment"*



**18-10-02 Safety: Load Capacity – Welding Department & Texas Facilities Commission (TFC) Maintenance**

The overhead beams supporting the hoists in the welding department and the TFC maintenance area do not have a maximum load capacity rating posted. SORM recommends ensuring all lifting devices have a displayed maximum capacity rating.

*A crane is a machine for lifting and lowering a load and moving it horizontally, with the hoisting mechanism an integral part of the machine. Cranes whether fixed or mobile are driven manually or by power.*

*Reference: OSHA, 29 CFR 1910.179(a)(1)*

*Rated load means the maximum load for which a crane or individual hoist is designed and built by the manufacturer and shown on the equipment nameplate(s).*

*Reference: OSHA, 29 CFR 1910.179(a)(50)*

*Rated load marking. The rated load of the crane shall be plainly marked on each side of the crane, and if the crane has more than one hoisting unit, each hoist shall have its rated load marked on it or its load block and this marking shall be clearly legible from the ground or floor.*

*Reference: OSHA, 29 CFR 1910.179(b)(5)*



**18-10-03 Safety: Inspection - Warehouse**

During the consultation a hydraulic lift was found in the warehouse. Prior to using a forklift/lift, a checklist needs to be filled out. SORM recommends establishing a program in accordance with OSHA standards.

Sample Checklist: [https://www.osha.gov/dte/library/pit/pit\\_checklist.html](https://www.osha.gov/dte/library/pit/pit_checklist.html)

*Industrial trucks shall be examined before being placed in service, and shall not be placed in service if the examination shows any condition adversely affecting the safety of the vehicle. Such examination shall be made at least daily. Where industrial trucks are used on a round-the-clock basis, they shall be examined after each shift. Defects when found shall be immediately reported and corrected.*

*Reference: OSHA, 29 CFR 1910.178(q)(7)*

We request that the appropriate staff review this document, specify the actions that the Texas School for the Deaf plans to take, and project the estimated date of completion for each recommendation. Please provide your response to me by **December 8, 2017** via U.S. mail, fax, or email ([scott.olson@sorm.state.tx.us](mailto:scott.olson@sorm.state.tx.us)). My direct fax number is (512) 370-9050.

Please convey my appreciation to Mr. Justin Wedel, Mr. Jeffery Reed, and the rest of the TSD staff for their cooperation and assistance during the visit. If you have any questions, please call me at (512) 936-1568.

Sincerely,

Scott G. Olson  
Risk Manager  
State Office of Risk Management

Ms. Claire Bugen  
October 31, 2017  
Page 6 of 8

cc: Mr. Justin Wedel, Chief Financial Officer, TSD  
Mr. Jeffery Reed, Compliance, Texas Facilities Commission  
Mr. Nick Sultemeier, Supervisor, Texas Facilities Commission





## **Important Dates & Resources**

[SORM Training Calendar](#)

[SORM Safety Videos](#)

[Workers' Compensation Healthcare Network](#)

[State Risk Management Employment Opportunities](#)

## **SORM Contact Information**

[www.sorm.state.tx.us](http://www.sorm.state.tx.us)

(512) 475-1440

Shelley Crain	Statewide Continuity Coordinator	512-936- 1477	<a href="mailto:shelley.crain@sorm.texas.gov"><u>shelley.crain@sorm.texas.gov</u></a>
Iris Moore	Senior Insurance Manager	512-936- 1561	<a href="mailto:iris.moore@sorm.texas.gov"><u>iris.moore@sorm.texas.gov</u></a>
Michelle Hammett	Training Coordinator	512-936- 1537	<a href="mailto:michelle.hammett@sorm.texas.gov"><u>michelle.hammett@sorm.texas.gov</u></a>

# SORM

State Office of Risk Management  
**Client Questionnaire**

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*For answers, mark with a X and type within the text area identified*

Services, videos, and information provided by SORM can be found at [www.sorm.texas.gov](http://www.sorm.texas.gov)

**Agency Name:** Texas School for the Deaf

**SORM Risk Manager:** Scott Olson

**Agency Number:** 772

**Date:** October 27, 2017

**Name (optional):**

**Title (optional):**

1. The visit was constructive and beneficial.

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

Comments:

2. Recommendations generated are helpful for your agency in identifying risk exposures and controlling losses.

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

Comments:

3. What risk management and/or insurance services would meet the needs of your agency?

4. What type of training services would your agency find beneficial? For training services offered by SORM, click [here](#). For scheduling and training questions, please contact Michelle Hammett at (512) 936-1537 or by [email](#).

Please email the completed questionnaire to [Scott Olson](#) or fax to (512) 370-9173

# ACTION PLAN

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**Agency Name:** Texas School for the Deaf

**Date of Visit:** \_10/27/2017

**Agency Number:** 772

**SORM Risk Manager:** Scott Olson

**Recommendation:** 17-10-04 Safety: Slip/Trip/Fall - Warehouse

**Details:** The ramp located next to the receiving dock at the warehouse is in poor condition. Both of the boards are excessively worn to the point where there is cracking and you can see through them. It appears preventative maintenance is not being completed. SORM recommends replacing the two-piece ramp with a one-piece ramp to meet OSHA standards.

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Reference: OSHA, 29 USC 654, Section 5(a)(1)

**Current Status of Recommendation** (check appropriate box and comment below):

Recommendation has already been completed  
Completion Date: [Click here to enter a date.](#)

Will implement with a target date of completion  
Target Date: [Click here to enter a date.](#)

**Comments:**

[Click here to enter text.](#)

**Name:**

**Title/Position:**

**Date:** [Click here to enter a date.](#)

**Recommendation: 18-10-01 Safety: Eyewash Station Inspections (Campus)**

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**Recommendation: 18-10-02 Safety: Load Capacity – Welding Department & Texas Facilities Commission (TFC) Maintenance**

**Details:** The overhead beams supporting the hoists in the welding department and the TFC maintenance area do not have a maximum load capacity rating posted. SORM recommends ensuring all lifting devices have a displayed maximum capacity rating.

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Target Date: [Click here to enter a date.](#)

**Comments:**

[Click here to enter text.](#)

**Name:**

**Title/Position:**

**Date:** [Click here to enter a date.](#)

**Recommendation: 18-10-03**

**Safety: Inspection - Warehouse**

**Details:** During the consultation a hydraulic lift was found in the warehouse. Prior to using a forklift/lift, a checklist needs to be filled out. SORM recommends establishing a program in accordance with OSHA standards.

Sample Checklist: [https://www.osha.gov/dte/library/pit/pit\\_checklist.html](https://www.osha.gov/dte/library/pit/pit_checklist.html)

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**Comments:**

[Click here to enter text.](#)

**Name:**

**Title/Position:**

**Date:** [Click here to enter a date.](#)

<b>Item</b>	<b>Annual Report</b>
<b>Information</b>	In accordance with our Memorandum of Understanding on Accountability with TEA we publish an Annual Report describing the educational performance of the School. The Annual Report is disseminated to parents of enrolled students, districts that have students attending TSD, Regional Education Service Centers and other state offices. The Report is provided for public discussion at the December board meeting.
<b>Contact</b>	Claire Bugen
<b>Action</b>	Approval of the Annual Report for 2016-17

PROOF



# ANNUAL REPORT

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## 2016-2017

*The Power of WE: Working Together...*



School



54

Staff



Community



## Our Mission

*Texas School for the Deaf ensures students learn, grow and belong in a language- rich environment while supporting students, families and professionals through statewide outreach services.*

## Our Vision

*The Texas School for the Deaf aspires to be a premier leader in bilingual education that challenges each student to reach their full potential.*

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# A Message from our Superintendent and Board President



*Dear TSD Community:*

I invite you to read our school's 2016-2017 Annual Report and learn more about how the **"Power of WE"** made an impact on our students last year.

Among the constants found at our school are engaged staff members who are proud of their roles and understand the importance of their work. Also within this school exists a steady drive towards school improvement and productive teamwork that comes from a strong belief in our mission and our vision.

This Annual Report recognizes and celebrates those who have given their time, treasure and talent to enrich the experience of all our students from our infants to our high school leaders and beyond.

We could not have done this without the amazing community that supports us—our parents, our alumni, our Governing Board, our Foundation, our legislative leaders and all our friends that help us stay strong.

*With warm regards,*

A handwritten signature in cursive script that reads "Claire Bugen".

*Claire Bugen, Superintendent*



*Dear TSD Community:*

I am very proud of the work we did last year to support our students and ensure that they had the best possible place to learn, to grow and to belong. Our programs are constantly being refined and improved to serve our very diverse population of young deaf learners.

Our Board is keenly aware of the challenges our school faces to do more with less and while simultaneously keeping morale and academic performance high.

On behalf of the Governing Board I would like to thank you for your support of this school and the incredible work being done by our Superintendent and her team.

Sincerely,

A handwritten signature in cursive script that reads "Eric Hogue".

*Eric Hogue, Board President*



Teacher Mary Dard working in the Toddler Learning Center.

# WORKING TOGETHER: SCHOOL

- This year 29 families enrolled their infants and toddlers who are deaf or hard of hearing in our Parent Infant Program and teamed with our teaching staff to help their children reach their highest potential with access to communication, play, exploration and socialization through in-home services as well as the specially designed Toddler Learning Center.
- In order to create a stronger sense of community, a new enrichment program was formed for elementary students of all ages. Students and staff from all classes worked together to increase problem-solving skills through creative play and activities such as “De’Via” art and coding for robotics, while also building confidence, leadership skills and trust in their peers and role models.
- Elementary hosted our first ever Spelling Bee with great success!
- Sponsored by the elementary PE staff, the fifth grade class successfully planned and led “Ranger Day” – a fun introduction to community support groups and public safety experts for all our younger students, and the fifth grade student council took the reins and successfully raised all funds needed to purchase a GaGa Ball pit for their playground.
- TSD went to Battle of the Books with three preliminary teams of middle school students, sending one final team onto Nationals at Gallaudet University, where TSD’s Team Buff took fourth place.
- Placing second among teams from across the country, TSD’s middle school Math Counts team hit the mark at the national competition hosted by National Technical Institute for the Deaf in Rochester, New York, thanks to family support and travel sponsorship donated by the Austin Sertoma Club.
- For the first time TSD high school students received dual credits – in high school and college - by completing courses through academic partnerships - with the Austin Community College and the Rochester Institute of Technology’s National Institute for the Deaf (RIT/NTID) in New York - including Environmental Biology, Forensic Science, Sociology and Trigonometry, and others.
- TSD high school students for the first time competed in Austin Energy’s Regional Science Festival with two students earning fifth place in the Robotics & Intelligent Machines category for their project on 3D Holograms, placing above approximately 700 students from across the Austin area.
- 82% of TSD students 18 years of age and older advanced from the Adult Curriculum for Community, Employment, and Social Skills (ACCESS) program with a plan in place, including paid work, volunteer positions, college or technical training.



*Battle of the Books promotes literacy with a spirit of academic competition!*



- A new “poWER” tickets program initiated in the Special Needs Department (SND) awards students who are helpful or friendly to other students, with a ticket of “appreciation,” which is then redeemable at the school office for a special snack.
- TSD’s Educational Resource Center on Deafness reached over 3 million individuals by providing resources through emails, phone or video calls, publications, website visits, and social media. 13,700 parents and professionals and 14,500 students received support and resources through workshops, conferences, consultation and specialized programs such as Family Weekend Retreat, Family Signs, Shared Reading, Guide By Your Side, STEM Camp and Discovery Retreats.
- TSD’s Theater Arts Department proudly presented two acclaimed performances, Hansel and Gretel, and Peter and the Star Catcher.



**TSD Performing Arts Program presented Peter and the Star Catcher.**



TSD Staff celebrate their own National Convention on Opening Day. ★

# WORKING TOGETHER: STAFF

- Staff working groups formed in the elementary department took the place of traditional professional development meetings held in the past and proved to be highly successful. Staff were offered topics to learn more about including utilizing “Deaf space,” sharing reader’s response journals, and American Sign Language in writing. Best practices in standards-based grading and tips on how to access text were shared, and the end result brought forward many program improvements that will be implemented in the next year.
- Middle school and elementary principals formed a cross-departmental team who prepared fifth graders for middle school through empowering current seventh graders to mentor upcoming student by empowering current seventh graders to mentor upcoming students by shadowing them through a sampling of classes, student-led discussions and a tour to prepare for the upcoming transition and step up to middle school.
- The new TTESS teacher evaluations system implemented in the Academic Affairs Division drove development of teachers’ goals for next year, and increased rigor through higher order thinking, probing questions and student teaming.
- A high school principal’s round table successfully brought together school leaders from other Deaf schools, including the California School for the Deaf-Fremont & Riverside, the New Mexico School for the Deaf, the Model Secondary School for the Deaf in Washington D.C., the Maryland School for the Deaf, and the Indiana School for the Deaf, to facilitate an exchange of ideas and share best practices among colleagues for improving education for all deaf and hard of hearing students.
- A new case manager to assist students who are 18 years and older in TSD’s Adult Curriculum for Community, Employment, and Social Skills (ACCESS) program gave way for a smoother transition to living independently or at home for students advancing from the program.
- Rangers at Work and Goodnews@tsd were launched to support improved communication on the TSD campus.



*Nothing spreads  
better than  
good news—  
TSD deployed  
a positive news  
publication to  
celebrate great  
things happening  
on campus.*

[goodnews@tsd.state.tx.us](mailto:goodnews@tsd.state.tx.us)



# WORKING TOGETHER: COMMUNITY

- In a university study with the University of Colorado-Boulder, Georgia State University, the University of Arizona and University of California-Irvine, TSD's kindergarten and second grade teachers received training and implemented a new fingerspelling program for use with young learners developed by the consortium.
- Thanks to TSD's active Parent-Teacher-Staff Organization (PTSO), another successful Read-a-Thon book fair went down in the books with more students eager to immerse in reading.
- With a successful annual food drive at Thanksgiving, and other service projects, middle school students "paid it forward" to others in the community each month by volunteering with the Ronald McDonald House at Dell Children's Hospital, and the Angel House Soup Kitchen.
- 57 community business partners provided jobs and work experience to TSD's high school students and those 18 years old and above, to gain real-world, on-the-job skills and professional career training.
- The 8th annual "SND Rocks" concert fundraiser hosted by the Special Needs Department (SND), raised over \$8,000, and SND's Pie-A-Rama pie eating contest and pie sale helped support needs for SND students with additional and complex disabilities.
- Texas Workforce Commission, Texas Facilities Commission, Austin Community College and TSD opened a new state of the art Welding Lab in CTE that will allow our students to have authentic career training on industry standard equipment.
- International Studies students traveled to Thailand visiting historical places including other deaf schools.
- TSD's Culinary Arts and the Texas School for the Deaf Foundation hosted a "Starry, Starry Night" themed celebration - The 11th Annual Diamond Chefs Gala, featuring the talents of Texas' deaf and hard of hearing students, at the Hilton-Austin.



*TFC, TWC and TSD partnership resulted in a new state of the art Welding Lab.*



TSD Cheerleading Team during the 2016 Homecoming.

- Student Life provided over 60 workshops throughout the year for all age groups including 15 special guest speakers. Topics included jail tour, Planned Parenthood, Deaf Role models, respecting self & others, nutrition, and many more. Some students participated in several community services including Austin Pets Alive, Healing with Horses, and Operation Blue Santa.
- ACCESS students participated in an annual Photo Gallery and Art Gallery displaying their photos and art work. Our annual “Top Chef” contest was hosted for our ACCESS residential students to demonstrate their creativity and cooking skills.

## ATHLETICS

- Cheerleading placed first in Ranger Classic.
- Cross Country won first ever National Champions!
- Football qualified for state playoffs.
- Volleyball team posted a 23-win season, were Spike Out XVII Champions, qualified for State Playoffs and won National Champions!
- Boys Basketball team posted a winning, 24 win season (10th straight winning season) achieving their most wins since 1988, qualified for State Playoffs and placed FIRST in the Southwestern Classic (11th straight Southwestern title).
- Girls Basketball team posted a 26 win season, placed FIRST in the Southwestern Classic for the 8th straight year, qualified for State Playoffs and advanced to the second round and won 2nd place in the Clerc Tournament.
- 11 swimmers qualified for the state swim meet for 8 different events.
- Wrestling team posted a winning, 10 win season, were Willigan Tournament XII Champions and selected as National Champions!
- Softball team were HOY XVII Champions, qualified for state playoffs, advanced to final four.
- Track Girls and Boys teams placed 1st and 2nd, respectively in Berg & Seeger Track Classic.
- 16 athletes qualified for the state track meet.
- Gareth Ashton won silver in 100m.



*ACCESS  
students practice  
Independent  
Living Skills  
with a fun-filled  
“Top Chef”  
competition.*



The Class of 2017 takes a moment to celebrate.

# MEASURING OUR PROGRESS

## TSD ACCOUNTABILITY DATA: A TWO-YEAR COMPARISON

For students in grades 3 – high school, various versions of the State of Texas Assessments of Academic Readiness (STAAR) are administered. Each student's Admission, Review and Dismissal (ARD) committee determines which assessment and assessment format (online or paper-pencil) is appropriate.

In the past, the Texas Education Agency (TEA), provided a Modified version of STAAR (STAAR M) for students receiving instruction under a modified curriculum designed to meet their needs, however beginning with the 2014-2015 academic school year, this option became obsolete. Following the removal of STAAR M, TEA offered STAAR Accommodated (STAAR A) from the spring of 2015 through the fall of 2016. STAAR A was an accommodated version of STAAR and was offered as an online assessment in the same grades and subjects as STAAR. Students taking STAAR A had automatic access to many allowable accommodations including Language and Vocabulary Supports, Content Supports, Oral/Sign Accommodations and all Allowable Test Administration Procedures and Materials accommodations. Beginning with the 2016-2017 school year, STAAR A also became obsolete. Currently, TSD students take either STAAR [online or paper-pencil version], or STAAR Alternate 2 (STAAR Alt. 2) [paper version only].



**Progress is Measured in a Kinder Graduate's Smile!**

- STAAR Alt. 2 was developed by TEA to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA), a federal education law previously

known as No Child Left Behind. TEA designed the STAAR Alternate 2 to assess students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services.

Academic performance standards set by TEA, represent the level of performance students must meet or exceed to pass a STAAR assessment. Currently, the cut scores needed to earn an “Approaches Grade Level, Meets Grade Level or Masters Grade Level” (all considered passing levels) in grades 3 – 8 and for End of Course (EOCs), are now “frozen” and will remain so until further notice from TEA’s Commissioner of Education, Mike Morath. It should be noted that the performance standard in place when a student first takes an EOC assessment is the standard that will be maintained throughout the student’s school career.

368: The Total number of students tested on STAAR in grades 3 – 12		
Type of State Assessments taken at TSD	Number of Students	Percent of Students
STAAR General	225 (3-12)	61%
STAAR A	7(10-12)	2%
STAAR and STAAR A General Assessment	94 (10-12)	26%
STAAR Alternate	42 (3-12)	11%

**Percentage of students who passed STAAR (Grades 3 – 8)  
[No STAAR A for 3 – 8]**

Grade	2015-2016 Reading/ELA	2016-2017 Reading/ELA	2015-2016 Math	2016-2017 Math
3rd	20%	10%	10%	19%
4th	33%	13%	17%	7%
5th	21%	20%	14%	25%
6th	17%	10%	36%	34%
7th	17%	17%	26%	29%
8th	18%	20%	63%	43%

### Percentage of students who passed STAAR Alternate 2 (Grades 3 – 8)

Grade	2015-2016 Reading/ELA	2016-2017 Reading/ELA	2015-2016 Math	2016-2017 Math
3rd	100%	100%	100%	100%
4th	100%	100%	100%	100%
5th	100%	100%	100%	100%
6th	100%	100%	100%	100%
7th	100%	100%	100%	100%
8th	100%	100%	100%	100%

### Percentage of students who passed STAAR EOCs

[These scores do not include STAAR A testers]

Subject	2015-2016	2016-2017
English I	21%	25%
English II	21%	14%
Algebra I	63%	51%
Biology	25%	NA *
US History	84%	85%

\*Students who took Biology STAAR A in the summer and fall (Dec.) 2016 and took regular STAAR in spring 2017, those students are represented in the “Percentage of students who passed STAAR EOCs (STAAR and STAAR A)” below.

### Percentage of students who passed STAAR EOCs (STAAR and STAAR A)

[These scores represent students who took STAAR A in 2016 summer and fall then took STAAR in 2017 spring]

Subject	2016-2017
English I	4%
English II	8%
Algebra I	3%
Biology	30%
US History	11%

### Percentage of students who passed STAAR A EOCs

[These scores represent students who tested in 2016 summer and fall (Dec.) only]

Subject	2015-2016	2016-2017
English I	3%	0%
English II	3%	16%
Algebra I	18%	33%
Biology	10%	75%
US History	19%	25%

70

## Percentage of students who passed STAAR Alternate 2 EOCs

Subject	2015-2016	2016-2017
English I	50%	100%
English II	100%	100%
Algebra I	100%	100%
Biology	100%	100%
US History	100%	100%

## Memorandum of Understanding with Texas Education Agency

Texas School for the Deaf has a Memorandum of Understanding (MOU) with the Texas Education Agency (TEA) on Accountability. The Stanford Achievement Test 10 (SAT 10) is administered to most students in grades 3 – 12, and are assessed in the areas of Reading Comprehension, Math Problem Solving, and Math Procedures. The SAT 10 measures a student’s level of academic achievement in a wide range of content areas, and is published across various levels of difficulty. Each level has been written to cover curriculum material commonly taught to hearing students nationally. Student performance is measured against the Deaf/hard of hearing norms established by Gallaudet Research Institute. Students with the most significant cognitive disabilities are included in the MOU as well; however, these students are evaluated on report card results, which reflect mastery of IEP objectives, and not on SAT 10 scores. For the 2016 – 2017 school year, all MOU indicators were achieved. The graph below shows the percentage of academic mastery in each department as compared to the established goals.

	Targeted	Achieved
High School	80%	88%
Middle School	85%	96%
Elementary	82%	83%

*The Achieved percentages indicate the percentage of students who scored equal to or above the median score for students of similar age in Schools for the Deaf.*

## STUDENT ENROLLMENT

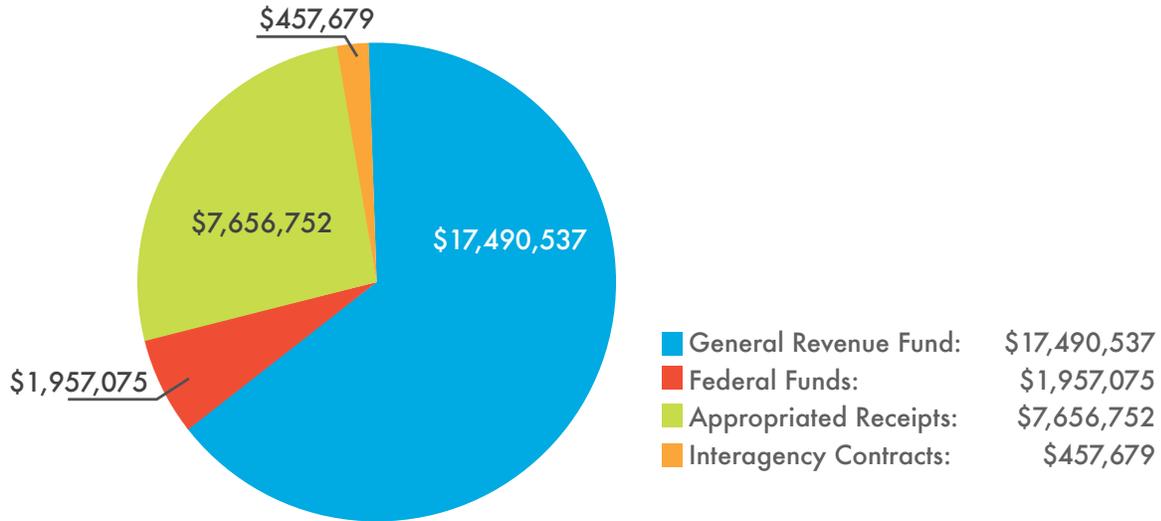
Regular School Year Programs	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Parent Infant	18	19	18	28	20	23
Pre Kindergarten	10	19	19	11	9	18
Pre School	12	22	18	19	25	22
K5 - Elementary	98	94	104	120	115	110
Special Needs	81	59	64	61	54	57
Middle School	106	104	98	82	94	96
High School	173	178	208	197	201	192
ACCESS (Transitional)	28	55	52	66	65	44
<b>TOTAL</b>	<b>526</b>	<b>550</b>	<b>581</b>	<b>584</b>	<b>583</b>	<b>562</b>
<b>Residential Enrollment</b>	<b>241</b>	<b>242</b>	<b>274</b>	<b>262</b>	<b>248</b>	<b>214</b>
Summer Programs	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Extended Year Services Programs	36	52	40	32	30	16
Summer School	248	203	66	122	126	0*
Summer Enrollment Non-TSD	99	110	101	109	135	0*
Early Childhood	16	23	17	14	14	0*
Parent Infant	2	3	12	13	15	10
AI						17
STEM						11
Other Short-Term Programs	145	179	233	159	146	151
<b>TOTAL</b>	<b>461</b>	<b>445</b>	<b>459</b>	<b>449</b>	<b>436</b>	<b>205</b>
<b>TOTAL SERVED</b>	<b>1086</b>	<b>995</b>	<b>1040</b>	<b>1033</b>	<b>1019</b>	<b>767*</b>

\* Summer programs were suspended in 2017 due to financial constraints.

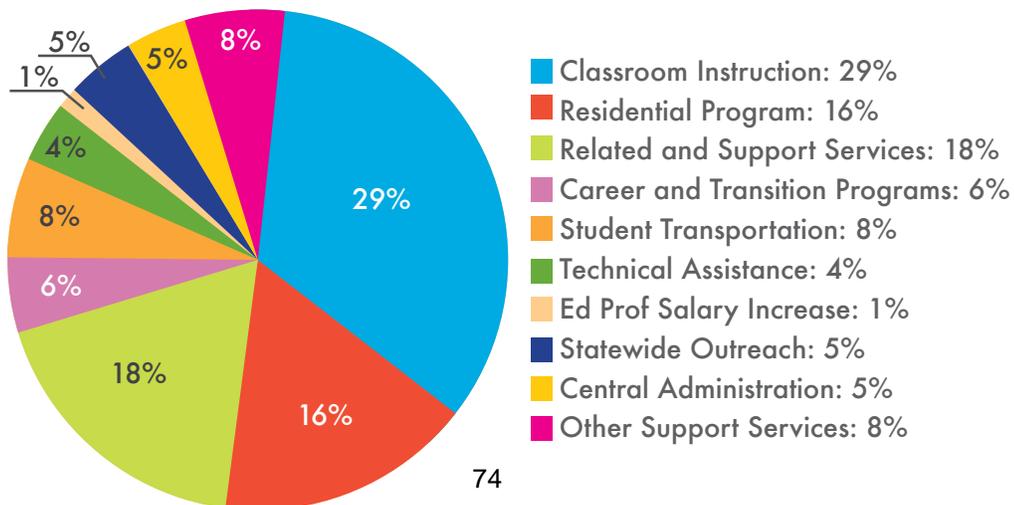


## FINANCIAL DATA

### FY 2017 REVENUE (APPROPRIATED)



### FY 2017 APPROPRIATIONS BY FUNCTION



# THANKS TO OUR PARTNERS

- Adelbert's Brewery
- Alamo Drafthouse Cinema
- Altitude Trampoline Park
- AMC Theatres
- Amy's Ice Creams
- Anees Anees
- Bryan Anthony
- Applebee's
- AQUAtonic Float Spa
- Armadillo Texas Whiskey
- Arnold
- The City of Austin
- Austin Aquarium
- The Austin Beer Garden Brewery
- Austin Community College
- Austin Community College-Gallaudet University Regional Center Southwest
- Austin Creative Reuse
- The Austin Deaf Club
- Austin Habitat for Humanity ReStore
- The Austin Humane Society
- The Austin Independent School District Science Health Resource Center
- Austin Pets Alive
- Austin Public Library
- The Austin Sertoma Club
- Austin Steam Train
- AustiNuts
- Babies "R" Us
- BAM Academy
- Michael Barker Photography
- Phillip and Pat Barnes
- Barton Creek Square Mall
- Barton Springs Bike Rentals
- Ben White Florist
- Bennu Coffee
- Bicycle Sport Shop
- Birds Barbershop
- Blue Dahlia Bistro
- Blue Velvet Vintage
- Bouldin Creek Café
- Cody Broadway
- Broadway Productions
- Claire Bugen
- Dennis Butler
- Cabo Bob's
- Walt and Franna Camenisch
- Casa Garcia's
- Casey's New Orleans Snowballs
- Castle Hills Fitness
- Chili's
- Chuy's
- Clark Travel Enterprises, LLC
- Clint Small Jr. Middle School
- Communication Service for the Deaf
- Community Beer Co.
- Convo Communications, LLC
- Corner Vet
- Craig O's
- Crepe Crazy
- Crown Plaza Dallas Market Center
- Dallas Stars
- Dan's Hamburgers
- Dance Discovery
- Dart Bowl
- Daruma Ramen
- Deaf Nation
- The Deaf Network
- DeafTEC
- Delta Zeta Austin Alumnae Chapter
- Derrah Morrison Enterprises, LLC
- Diana's Flower Shop
- Doc's Backyard
- Dr Pepper Museum
- Dragon's Lair Comics & Fantasy
- Dry Comal Creek Winery & Vineyards
- Education Service Center 11
- Education Service Center 13
- El Gaucho Winery
- Ellis and Salazar Automotive & Collision
- Marwan Elrakabany
- The Enchanted Florist
- Epoch Coffee
- Fabi & Rosi
- Fixe
- Cynthia Foss
- Francisco's Salon
- Gallaudet University
- Marilyn Galloway
- Guero's
- H-E-B Stores
- Happy Salon + Spa
- HatBox
- Healthy Pet Austin
- Hertz Corporation Austin
- Twyla Heslop
- Hilton Austin
- John and Dee Logan-Hodnett
- Holiday Inn Austin-Town Lake
- HomeGoods
- Houndstooth Coffee
- House Wine
- Houston Astros
- Hudson Meats
- IBM
- iDeaf News
- Inner Space Cavern
- Iron Cactus
- JewBoy Burgers
- JoAnn Fabrics & Crafts
- Joe's Bakery
- Juan In A Million
- Juiceland
- JW Marriott Austin
- Kendra Scott
- Kerbey Lane Cafes
- KEYE
- Kiewit
- Kramer Wealth Managers
- KTBC-Fox
- KVUE
- KXAN
- Lake Travis Zipline Adventures
- Lenoir Restaurant

- Lewis Wines
- Liquid Float Center
- Live Oak Brewing Company
- The Lone Pint Brewery
- Lone Star Riverboat Cruises
- Michael Lukaszewsjyk
- Massage Envy
- Maudie's
- McKenna Children's Museum
- Diana Melcer
- Cana Meola
- Keena Miller
- Moore Control Systems, Inc.
- Mt. Playmore
- The National Association of the Deaf
- The National Science Foundation
- Eric Nielsen
- The North Austin Optimist Club
- The Northwest Austin Sertoma Club
- Oasis Texas Brewing Company
- Old Navy
- Omni Austin Hotel
- Once Over Coffee Bar
- P. Terry's
- Painting With A Twist
- Paper Route Bakery
- Parkhill Smith & Cooper, Inc.
- Paz Veterinary
- Pepperbox Coffee
- PETCO
- Pilates South Austin
- Joe and Diana Poeppelmeyer
- Potbelly Sandwich Shop
- Preservation Austin
- Princess and Moose's Sister Bakery
- PSAV Video Services
- PurpleZ
- Rack Room Shoes
- Re-Max of Marble Falls
- Relay Texas
- Ro Fitness
- The Rochester Institute of Technology-National Institute for the Deaf (RIT/NTID)
- Round Rock Sertoma Club
- Rowing Dock
- Russell's Bakery
- Saint Arnold Brewing Company
- San Antonio Zoo
- San Marcos Sertoma Club
- Scan Mailboxes
- Sertoma of Georgetown
- Shake Shack
- Brent Shiver
- Shoe Carnival
- Silent Automotive
- Silk & Sage Design Studio
- Sky Candy Aerial Studio
- Skydive Spaceland Houston
- Slab BBQ
- Snarf's
- Sno Beach
- Sorenson Communications Inc.
- The Soup Peddler
- Southpaws Playschool
- Southside Flying Pizza
- Spectrum News
- Spillar Hitches
- Strangeland Brewery
- Sun Moon & Stars Learning Center
- SWAY
- Sweet Ritual Ice Cream
- Taco Cabana
- Target
- Texas Association of Parents and Educators of the Deaf (TAPED)
- The Texas Association of the Deaf
- Texas Closed Captioning
- Texas Coffee Traders
- Texas Facilities Commission
- Texas Facilities Commission State Surplus
- Texas General Land Office
- Texas Hands & Voices
- Texas Hills Vineyards
- Texas Power Athletics
- Texas Rowing Center
- Texas School for the Blind and Visually Impaired
- Texas State Independent Living Council
- The University of Texas
- The University of Texas Child Development Center
- The Texas Workforce Commission
- The Movie House
- Thundercloud Subs
- TJ Maxx
- Top Drawer Thrift
- Trader Joe's
- Travis Association for the Blind
- Treaty Oak
- Trio Restaurant
- TSD Alumni Association
- TSD Foundation
- TSD PTSO
- TV Dinners
- Twisted X Brewing Company
- Uchi
- Umi Sushi
- University Co-op
- Urban Air Trampoline Park
- Venezia
- Waterloo Records
- The Office of Texas Senator Kirk Watson
- Westlake High School
- Whataburger
- Wheatsville Food Co-op
- Whole Earth Provision Co.
- Wild Heart Yoga
- Wildlife Ranch
- William Chris Vineyards
- Yoga Yoga
- Zachary Scott Theatre



### *Governing Board of the Texas School for the Deaf*

Board President Eric Hogue, Board Secretary Angie Wolf, Ryan Hutchison, Sha Cowan,  
Board Vice President Shawn Saladin, Susan Ridley, Tyran Lee and David Saunders



*The Power of WE*  
TEXAS SCHOOL FOR THE DEAF 2016-2017



## **+ SGT #1 Communication Goal Update**

Implement an integrated approach to communication that represents progressive technologies, a knowledge and appreciation of our audiences, and a respectful and transparent culture.

### **Completed:**

- We have a Social Media page on our website which includes guidelines for use, a directory of accounts, a request form for adding new accounts, etc.
- 1st Parent Training with SND was held on 10/27 with 6 parents in attendance & 17 live stream viewers.
- GoodNews is being distributed to all TSD staff, TSD Governing Board and parents
- We hosted the first Town Hall meeting of the year for Instructional Staff related to Special Ed monitoring

### **Objectives In Progress:**

Hours have been added to provide Sign Language services for 8 TSD families, and more resources are being identified

Parent Liaisons going to San Antonio in Dec to begin the pilot Parent Mentoring Program

Adding GoodNews to the TSD website in the coming months

Encouraging use of our FaceBook, Twitter, and Instagram accounts. Identifying Social Media Rangers to assist with ongoing monitoring and filtering of content for these accounts.

Planning additional Town Hall meetings<sup>79</sup> for the Spring semester

Reviewing the trust and Transparency trainings that were held to see how they are being implemented in the departments.

## **+ SGT #2 Academic & Personal Achievement Goal Update**

TSD will develop and implement a Multi-Tiered System of Support (MTSS) to address the whole child by developing and re-aligning resources & existing systems in the following areas:

- Social Emotional Learning
  - ASL/English Bilingual
  - Academics
- Career and College Readiness

## **Objectives In Progress:**

Developing a language checklist and feedback form for ASL use.  
Enlisting a contractual ASL evaluator for this purpose.  
Identifying interested pilot teachers and recommending plan.

Social Emotional Learning will continue to be discussed using two semesters worth of data.

Reviewing our current Educational and Sign Language philosophies and updating to match the current school trends and climate.

80

## **Completed:**

- Met with principals regarding MTSS Implementation for Behavior Module (2), including identifying SEL needs.
- Held initial Structuring Team meetings for MTSS for Reading/Writing/Math.
- Provided Professional Development related to ASL/English Bilingualism at Deaf Awareness Week, October school wide meeting and during Dec Professional Development

## **+ SGT #4 Data Driven Decision Making**

Establish a culture of data-driven decision making (DDDM) through access to an array of reliable data while maintaining fidelity, integrity, and compliance at all levels of school operations.

## **Objectives In Progress:**

### **MTSS Collaboration:**

- **Academic and Behavior Data** extraction, analysis and use
- **Policies and Procedures:** Behavior, Restraint, DAEP, etc.

### **PowerSchool:**

- **Behavior customization module**
- **PowerScheduler / Registration software module**
- **Health Center**

- **eSped Training**
- **SHARS Provider**
- **Consolidation of DB**
- **PPfT Data**

81

- **Completed:**  
MTSS District and Subcommittee Teams Identified  
PPfT Databases identified

<b>Item</b>	<b>Report on Board Training Requirements</b>
<b>Information</b>	Annually, at the last regular meeting of the board of trustees held during a calendar year, the current president of each local board of trustees shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in the required continuing education as of the date of the meeting.
<b>Contact</b>	Beth Polo/Eric Hogue
<b>Action</b>	Board President will recognize hours earned by the Board members in the past year, and will identify additional hours needed.

**Texas Association of School Boards  
Continuing Education Credit Report Service**

**Texas School for The Deaf - District # 227906  
Claire Bugen - ID # 000933  
1/1/2017 to 12/8/2017**

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 2</b>	<b>3.00</b>

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 3</b>	<b>3.00</b>

**Total hours for Claire Bugen - 1/1/2017 to 12/8/2017      6.00**

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**ATTN District Personnel:** If you have revisions or additions to the training detail contained in this report, please follow the instructions below.

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**TASB Main Number: 800-580-8272 ext. 2454**

**Fax: 512-467-3642**



**Texas Association of School Boards  
Continuing Education Credit Report Service**

**Texas School for The Deaf - District # 227906**  
**Shalia Cowan - ID # 059582**  
1/1/2017 to 12/8/2017

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 2</b>	<b>3.00</b>

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 3</b>	<b>3.00</b>

**Total hours for Shalia Cowan - 1/1/2017 to 12/8/2017      6.00**

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**Texas Association of School Boards  
Continuing Education Credit Report Service**

**Texas School for The Deaf - District # 227906  
Eric Hogue - ID # 074005  
1/1/2017 to 12/8/2017**

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 2</b>	<b>3.00</b>

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 3</b>	<b>3.00</b>

**Total hours for Eric Hogue - 1/1/2017 to 12/8/2017      6.00**

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**Texas Association of School Boards  
Continuing Education Credit Report Service**

**Texas School for The Deaf - District # 227906  
Ryan Hutchison - ID # 098502  
1/1/2017 to 12/8/2017**

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 2</b>	<b>3.00</b>

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 3</b>	<b>3.00</b>

**Total hours for Ryan Hutchison - 1/1/2017 to 12/8/2017      6.00**

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**Texas Association of School Boards  
Continuing Education Credit Report Service**

**Texas School for The Deaf - District # 227906**  
**Tyran Lee - ID # 086966**  
1/1/2017 to 12/8/2017

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 2</b>	<b>3.00</b>

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 3</b>	<b>3.00</b>

**Total hours for Tyran Lee - 1/1/2017 to 12/8/2017      6.00**

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**Texas Association of School Boards  
Continuing Education Credit Report Service**

**Texas School for The Deaf - District # 227906  
Susan Ridley - ID # 074006  
1/1/2017 to 12/8/2017**

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 2</b>	<b>3.00</b>

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 3</b>	<b>3.00</b>

**Total hours for Susan Ridley - 1/1/2017 to 12/8/2017      6.00**

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**Texas Association of School Boards  
Continuing Education Credit Report Service**

**Texas School for The Deaf - District # 227906  
Shawn Saladin - ID # 086965  
1/1/2017 to 12/8/2017**

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 2</b>	<b>3.00</b>

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 3</b>	<b>3.00</b>

**Total hours for Shawn Saladin - 1/1/2017 to 12/8/2017      6.00**

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2. If TASB training took place that is not listed on the report and it has been at least 30 days since the training, the recordkeeper should fax TASB a copy of the certificate or credit/scantron form provided at the event. If training documentation has been lost, fax TASB the name of the board member, name and date of the event, name of each session attended and the number of credit hours earned for each session. Please allow 30 days for TASB to post the changes.
  
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**E-Mail: [cec@tasb.org](mailto:cec@tasb.org)**

**TASB Main Number: 800-580-8272 ext. 2454**

**Fax: 512-467-3642**



**Texas Association of School Boards  
Continuing Education Credit Report Service**

**Texas School for The Deaf - District # 227906**  
**David Saunders - ID # 098493**  
1/1/2017 to 12/8/2017

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 2</b>	<b>3.00</b>

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 3</b>	<b>3.00</b>

**Total hours for David Saunders - 1/1/2017 to 12/8/2017      6.00**

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**Texas School for The Deaf - District # 227906**  
**Angie Wolf - ID # 059583**  
1/1/2017 to 12/8/2017

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 2</b>	<b>3.00</b>

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
<b>TASB Provided</b>		
<b>In-District Consulting</b>		
Teambuilding	10/19/2017	3.00
	<b>Total Hours for Tier 3</b>	<b>3.00</b>

**Total hours for Angie Wolf - 1/1/2017 to 12/8/2017      6.00**

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<b>Item</b>	<b>Election of Board Officers</b>
<b>Information</b>	The Board members will nominate and elect officers from among themselves for the upcoming calendar year.
<b>Contact</b>	Eric Hogue
<b>Action</b>	Board President will confirm election of officers for the next calendar year.

**Item**                      **June Meeting**

**Information**              There may be a need for an additional Board Meeting to be held in June to approve the LAR. The currently proposed date would be Wednesday June 6<sup>th</sup> from 3:30-6pm.

**Contact**                      Claire Bugen

**Action**                      Information Only.

Item	Board Policies
<b>Information</b>	BBD Board Member Training BBFA Board Member Conflict of Interest BDAE Board Officers and Officials Funds Depository BDB Board Internal Organization and Internal Committees BE Board Meetings BJA Superintendent Qualifications and Duties BJCD Superintendent Evaluation BJCG Superintendent Resignation or Retirement CO Food Services EB School Year EC School Day EHAA Required Instruction All Levels EHBAB Special Education ARD IEP EHBAD Special Education Transition Services EHBB Gifted and Talented Program FFH Student Welfare Freedom from Discrimination, Harassment and Retaliation FFI Student Welfare Freedom from Bullying FNE Pregnant Students
<b>Contact</b>	Sha Cowan
<b>Action</b>	Review and approve.